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ABSTRACT

This report summarizes findings of the Los Angeles Unified School District's third annual Basic Activities Survey (BAS), held in spring 1985. The BAS measures opinions of certificated staff, classified staff, and parents concerning the district's performance in the areas of curriculum, teaching methods, and instructional materials. The sample included all types of schools from all eight regions of the school district, levels prekindergarten through grade 12. Among the results were the following: (1) certificated staff, classified staff, and parents rated their own school's program more favorably than the district's program; (2) parents gave higher ratings to the district program than did the staff; (3) all three groups agreed on the importance of teaching general academic skills; (4) staff strongly approved upgraded standards for homework, attendance, and discipline; and (5) teachers were only moderately satisfied with the instructional support they received from administrators and district/regional offices. Findings of follow-up surveys of certificated and classified staff are included. The report discusses how the 1985 Parent BAS results compare with findings of national polls. Based on survey results, recommendations are made for continued district improvement and growth. Appendices provide tables with survey results, information on sample selection, and copies of survey instruments. (PS)

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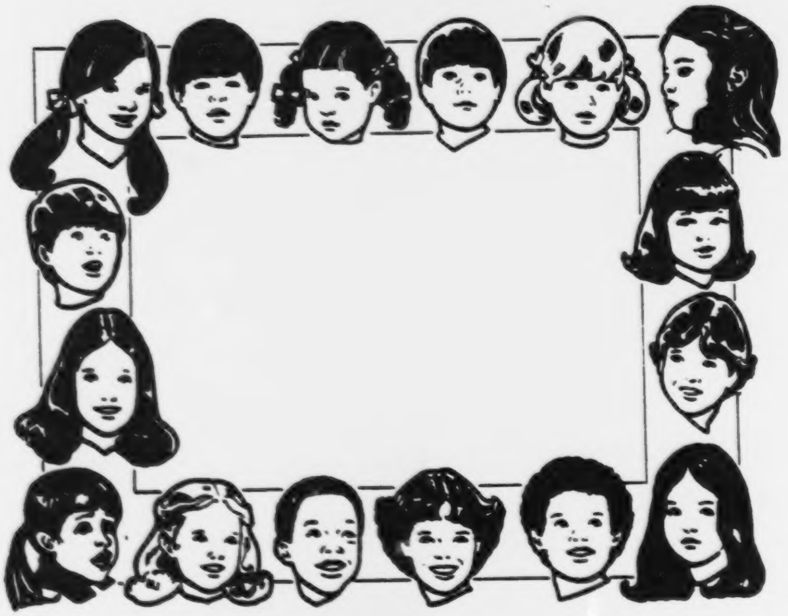
THREE SURVEYS OF
STAFF AND PARENT OPINIONS ABOUT THE
LOS ANGELES UNIFIED SCHOOL DISTRICT INSTRUCTIONAL PROGRAM
SPRING 1985

PUBLICATION NO. 472



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STAFF AND PARENT OPINIONS ABOUT THE
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SPRING 1985

Publication No. 472

Research and Evaluation Branch
Los Angeles Unified School District

Winter 1985

LOS ANGELES UNIFIED SCHOOL DISTRICT

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EXECUTIVE SUMMARY

Introduction

The Los Angeles Unified School District annually conducts a Basic Activities Survey (BAS) to measure the opinions of certificated staff, classified staff, and parents concerning the district's performance. This report summarizes the findings of the third BAS, held in spring 1985. The participants were drawn from a stratified sample of 146 randomly selected schools. The sample included schools from all eight regions (geographic areas), levels (prekindergarten through grade 12), and types (schools of choice, elementary, junior high, senior high, opportunity, special education, and continuation).

In 1985, 4,121 certificated staff, 1,849 classified staff, and 10,500 parents completed the BAS. All classified and certificated staff at the 146 survey schools were asked to complete the BAS. Staff from 62 of the 146 schools completed the BAS for the second year in a row. Including staff from 62 schools in two successive surveys permitted follow-up comparisons of current opinions with those of last year. Staff from half of the 62 repeating schools completed the 1985 BAS. The other half completed an open-ended questionnaire prepared as a follow-up to the 1984 report's recommendations. The parent survey was filled out by parents of students attending 43 of the 146 schools selected for staff surveys.

Findings

Certificated Staff Results

- Certificated staff viewed their own school's program more favorably than the district's program.
- Certificated staff felt schools should teach generalizable academic skills (e.g., good work habits).
- Certificated staff supported upgraded standards for homework, attendance, and discipline.

- Certificated staff were only moderately satisfied with the instructional support they received from administrators and district/regional offices.

- Certificated staff cited parents' lack of interest as a serious problem for schools.

- A follow-up survey of certificated staff indicated:

    - Certificated staff dissatisfied with the district's program listed lack of classroom support and the narrowly focused curriculum as the reasons.

    - Certificated personnel satisfied with the district's program viewed a strong curriculum as the district's chief strength.

    - An increase in support for teachers was viewed as the best way of improving the district's program.

    - Teachers preferred hands-on inservices with direct classroom application.

    - Certificated staff requested inservice classes related to the subjects they teach.

    - Grades and attendance were viewed by many as the only essential record keeping activities.

    - The respondents wished to eliminate district, region, and school surveys; rosters; and attendance records.

    - The majority of first year teachers were critical of the mentor teacher program because the program was not meeting the objectives specified by its guidelines.

    - Suggestions by first year teachers to improve the mentor teacher program included: allowing all teachers to use mentor teacher services, canceling the program, and limiting the number of teachers each mentor teacher services.

Classified Staff Results

- Classified staff rated their own school's program more favorably than the district's.

- Classified staff rated three current and proposed district programs highly:

    - Upgrading standards (guidelines) for homework, attendance, and discipline;

    - Offering summer school attendance as an option to retention (elementary staff only); and

    - Permitting young children to attend prekindergarten classes at age 4.

- Classified staff indicated schools were effective in:
    - Keeping each student aware of his/her progress regarding academic performance; and
    - Finding ways to acknowledge student efforts and accomplishments in academic, personal, and social areas.
- Classified staff agreed that five items were important to superior teaching:
    - teachers' attitudes
    - instructional materials
    - homework
    - instructional support by the principal
    - inservice programs for teachers
- Items eliciting the least positive responses were:
    - Staff development activities offered by the district (54%),
    - Student behavior (42%), and
    - Preparation of noncollege-bound students for jobs (47%).
- Classified staff identified parents' lack of interest as the single biggest problem facing public schools.

Parent Results

- Parents indicated more favorable opinions about the local school than about the district.
- Parents approved of the way the district informed them of their children's progress (e.g., report cards).
- Parents wanted their children to learn generalizable academic skills (e.g., good work habits, speaking and writing correctly).
- Parents most frequently chose "parents' lack of interest" as the greatest problem facing community schools.
- Parents most frequently chose the quality of education as the single best part of community schools (30%).
- Most parents (98%) want their children to attend college.

Comparison of Survey Results

- Certificated staff, classified staff, and parents all rated their schools' programs more favorably than the district's program.
- Parents gave higher ratings to the quality of the district's program than did classified or certificated staff.
- Parents and certificated staff agreed on the importance of teaching generalizable academic skills (e.g., good work habits).

- Principals gave higher ratings to the quality of the instructional program than did teachers.
- Principals viewed the instructional support for teachers offered by the district, the region, and themselves more favorably than did teachers.

Comparison of LAUSD Basic Activities Surveys with National Polls

Comparisons of the 1985 BAS with the 17th Annual Gallup/Phi Delta Kappa (PDK) and National Education Association (NEA) Polls indicated:

- LAUSD parents gave higher grades to the district's schools and to their children's schools than did public school parents nationally.
- Both LAUSD parents and public school parents in the national survey rated the school their children attended higher than the community or district schools.
- LAUSD parents rated the teaching in their children's school higher than did the parents in the national survey.
- Public school parents in the national survey identified the biggest school problems as:
  - lack of discipline
  - students' use of drugs
  - difficulty getting new teachers
  - poor curriculum.
- The biggest problems identified by LAUSD parents were:
  - parents' lack of interest
  - students' lack of interest
  - lack of discipline
  - lack of proper financial support.
- LAUSD certificated and classified staff to a greater degree than the general public, favored the idea of permitting four year old children to attend prekindergarten classes.

Recommendations

The following recommendations are suggested for continued district growth and improvement as a result of opinions expressed by its staff and parents in the Basic Activities Surveys.

- Classified staff should be surveyed to determine their staff development needs, and classes presented to fulfill these needs. Staff development activities should be publicized so classified staff are aware of the classes offered and their purposes.

- Methods to increase parent, teacher, and student interest, participation, and motivation are needed.

- The need to teach more than the basics should be examined. Teachers indicated they need supplies, access to new teaching ideas, and curriculum materials for children with extremely low or high ability.

- Staff should be informed about outstanding instructional efforts throughout district schools.

- The mentor teacher program should be thoroughly evaluated and modified to provide maximum benefits for the district.

CHAPTER I

INTRODUCTION

Purpose

The Los Angeles Unified School District conducts an annual Basic Activities Survey (BAS) to measure opinions held by certificated staff, classified staff, and parents concerning district performance. Aspects of district performance rated by survey respondents include curriculum, teaching methods, and instructional materials. The BAS was designed to meet these objectives:

- Supply opinion data from staff and parents which can be used in LAUSD's instructional planning process
- Permit a follow-up evaluation of opinions reported previously by district staff and parents
- Permit comparisons between attitudes toward public schools found within the district and those found nationally in the Gallup Polls

This report presents the findings of the third BAS, held in spring 1985.

Methods

Participants

In 1985, 4,121 certificated staff, 1,849 classified staff, and 10,500 parents completed the BAS. These participants were drawn from a sample of 146 (20%) of LAUSD's schools.

Classified and certificated staff. All classified and certificated staff at the 146 survey schools were asked to complete the BAS. Staff from 62 of the 146 schools completed the BAS for the second year in a row. Including staff from 62 schools in two successive surveys permitted follow-up comparisons of current opinions with those of last year. Staff from half of the 62 repeating schools completed the 1985 BAS. The other half completed an open-ended questionnaire prepared as a follow-up to the 1984 report's recommendations.

Parents. The parent survey was filled out by parents of students attending 43 of the 146 schools selected for staff surveys. From each region, two elementary schools, one junior high school, and one school of choice were randomly chosen from the 1985 BAS staff sample. Special education schools, senior highs, senior high magnets, opportunity schools, and continuation schools were randomly selected from 1985 BAS schools until the apportionment number was reached.

Drawing the Sample

As in past years, the three samples of survey respondents (certificated staff, classified staff, and parents) were randomly drawn. Two considerations are involved in drawing survey samples. First, samples must guarantee proportional representation of the types and levels of schools found within the district's regions (e.g., elementary, special education). To achieve this, a stratified random sampling technique was followed. (See Appendix A for a detailed description of the sampling procedure.) Second, samples must be large enough to ensure reliable measurement of opinions. The sample sizes for the certificated and classified surveys guaranteed a sampling error of not more than 3% at the 99% confidence level. That is, each sample guaranteed with 99% certainty that the percentage of respondents found agreeing with statement X is within 3 percentage points of the value that would have been obtained if the entire population (e.g., all district certificated staff or all classified staff) were surveyed. For example, if 65% of the sample strongly agreed with statement X, readers know with 99% certainty that the population percentage is between 62 and 68. (See Appendix B for a detailed description of confidence level.) The parent sample far exceeded the number needed for 99% confidence level with 2% sampling error.

Instrument Development

The Basic Activities Surveys consisted of four questionnaires. Three questionnaires containing rating scales were designed for certificated staff, classified staff, and parents (the parent form was available in Spanish and English). An open-ended follow-up survey for certificated staff who participated in the previous year's BAS was also developed. Questionnaire items came from the following sources:

- Evaluation and Training Institute
- Polling Attitudes of Community on Education Manual (PACE) from Gallup/Phi Delta Kappa
- Research and Evaluation Branch

Although each group surveyed answered a different questionnaire, some items were repeated on each form.

Data Collection

Principals of the schools selected for the survey were responsible for distributing surveys and returning completed forms to Research and Evaluation Branch. Certificated and classified staff were asked to answer questions privately, without assistance from others. In order to maintain anonymity, respondents placed completed forms in envelopes, sealed them, and returned them to the school survey coordinators. Coordinators returned the sealed survey envelopes to Research and Evaluation Branch. Parent survey forms were sent home with students. The instructions requested parents not to write their names on the forms. Survey coordinators collected all forms and returned them to Research and Evaluation Branch.

Report Organization

The remainder of this report is organized into the following sections:

Chapter II, demographic characteristics of the three samples, Chapter III, certificated staff responses,

Chapter IV, classified staff responses,

Chapter V, parent responses,

Chapter VI, comparisons of all three groups,

Chapter VII, comparisons of LAUSD surveys with national polls, and

Chapter VIII, summary and recommendations.

CHAPTER II

DEMOGRAPHIC CHARACTERISTICS OF SURVEY SAMPLES

Summary

The certificated staff, classified staff, and parents completing the BAS represented all school levels, school types, and job descriptions.

- Over 50% of the certificated and classified respondents worked at the elementary level.
- Classroom and special education teachers comprised 87% of the certificated sample. Most teachers had at least 3 years of professional experience.
- Over 36% of the certificated staff had 11-20 years of professional experience.
- Education aides and teacher assistants comprised 58% of the classified sample.
- Mothers (or female guardians) completed 49% of the 10,500 parent surveys.
- Most children of sample parents had attended their schools only 1 or 2 years.

Certificated Staff

Certificated staff members completed either the BAS Form W, or the BAS Form A. Form W contained rating scales consistent with other BAS. Staff from 115 schools, including 31 schools from the 1984 sample, completed Form W. Form A contained open-ended questions prepared as a follow-up to the 1984 BAS. All (31) school staffs completing Form A participated in last year's BAS.

Certificated staff indicated their school level, school type, job description, years of professional experience, and years at their current location on the BAS Form. Demographic characteristics of both samples are described in this section.

Form W

Certificated staff returned 3,230 BAS Form W questionnaires. Of the certificated staff reporting their school's level, 55% (1,733) stated they worked in elementary schools, 25% (798) in junior high schools, and 20% (641) in senior high schools. These figures include schools of choice and special education schools (Table 2.1). Most certificated staff were at regular schools (2,359 or 74%). Others were at year-round schools (17% or 525), continuation schools (1% or 37), magnets (4% or 129), opportunity schools (1% or 35), and special education schools (3% or 96).

The certificated sample consisted of 87% (2,770) classroom and special education teachers; 3% (92) principals and administrators; and 10% (315) counselors, coordinators, nurses, itinerant staff, and other nonclassroom personnel. Most (88%) had at least three years of professional experience. The largest number (36%) had 11 to 20 years. Staff having 3-10 years and 21-30 years of experience comprised 26% (827) and 22% (684) of the sample, respectively. Only 12% (381) of the respondents had less than 3 years, while 4% (120) had 31 or more years of professional experience (Table 2.1).

Certificated staff were stable with 87% having worked at the same location for 3 or more years. Many, 38% (1,197), had been with the same school for 3-10 years. Twenty-one percent (656) of the group had 11-20 years' experience at the same school, and another 21% (666) had 21-30 years. Only 13% (403) of the certificated staff had less than 3 years of experience, and 7% (219) had 31 years or more of experience in their current schools.

Form A

Of the certificated staff completing Form A, 49% (419) were elementary personnel, 21% (174) junior high, and 30% (257) senior high. They worked in the following types of schools: regular 77% (658), year-round 13% (114), continuation 1% (6), magnet 6% (48), and special education 3% (24) (Table 2.2).

The job description and years of professional experience distributions resembled the percentages reported for Form W. The sample consisted of 87% (748) classroom and special education teachers, 3% (21) principals and administrators, and 10% (82) counselors, coordinators, nurses, itinerant staff, and other nonclassroom personnel. A total of 89% had 3 or more years of professional experience. With 35% (301), the greatest percentage of the staff had 11-20 years of professional experience. The percentage of staff with 3-10 years and 21-30 years of experience comprised 27% (228) and 22% (186) of the sample, respectively. Only 11% (98) had less than 3 years of experience and 5% (41) had 31 years or more.

Stability is an important factor in a follow-up study. Of the staff completing Form A, 86% had worked at the same location 3 years or more. The breakdown was as follows: staff at the current location for 3-10 years, 40% (341); 11-20 years, 18% (150); 21-30 years, 20% (173); and 31 years or more, 8% (67). Only 14% (120) had spent less than 3 years at their current location (Table 2.2).

Classified Staff

The classified sample included all classified staff in the 115 schools selected for the certificated survey Form W. Survey forms collected from classified staff totaled 1,849. LAUSD employed most of the classified staff sample (48%) for 3-10 years. Staff who had been employed 11 to 20 years completed 26% of the surveys. Staff employed less than 3 years returned 22% of the surveys. This is double the percentage of certificated staff employed for the same length of time. Only 4% of the classified staff worked for LAUSD 21 or more years (Table 2.3). The largest porportion of classified surveys, 69% or 1,234 responses, came from elementary schools. Junior high classified staff returned 20% (362) of all classified staff surveys and senior high staff completed 11% (199). Educational aides and teacher assistants (58%) represented the largest portion of the sample with 35% (619) and 23% (412) respectively. Remaining classified survey respondents were: 20% (357) secretaries, office managers, and clerks; 14% (259) cafeteria staff; and 8% (147) custodial staff (Table 2.3).

Parent Sample

Parents returned 10,500 survey forms, with 66% (6,892) completed in English and 34% (3,608) completed in Spanish. Mothers or female guardians completed 49% of the surveys. Mothers and fathers or male and female guardians answered 40% of the surveys, and fathers completed 11%. Most of the children of the parent sample had attended their survey schools 2 years or less (66%) (Table 2.4).

Parents gave multiple responses to two questions indicating the grades and types of schools their children attended. Over half (56%) of the respondents had children enrolled in elementary grades prekindergarten-6. Of the parents responding, 42% had children enrolled in elementary schools, 26% in junior high schools, 20% in senior high schools, 10% in magnet centers, and 2% in special education schools (Table 2.4).

Table 2.1

Certificated Staff Survey Demographics, Form W

Group	N	Percentage
School level		
Elementary	1,733	55%
Junior High	798	25
Senior High	641	20
Total	3,172	100%
School type		
Regular	2,359	74%
Year-Round	525	17
Continuation	37	1
Magnet	129	4
Opportunity	35	1
Special Education	96	3
Total	3,181	100%
Job description		
Classroom teacher	2,509	79%
Special education teacher	261	8
Counselor	89	3
Other nonclassroom certificated position	156	5
Principal	38	1
Other school administrator	54	2
Coordinator (nonclassroom)	70	2
Total	3,177	100%

(Table 2.1 continued)

Group	N	Percentage
Years of professional experience		
Less than 3 years	381	12%
3-10 years	827	26
11-20 years	1,153	36
21-30 years	684	22
31 years or more	120	4
Total	3,165	100%
Years at current location		
Less than 3 years	403	13%
3-10 years	1,197	38
11-20 years	656	21
21-30 years	666	21
31 years or more	219	7
Total	3,141	100%

Note. Forms with incomplete information about school type or job description are not included in table. Maximum N = 3,230.

Table 2.2

Certificated Staff Survey Demographics, Form A

Group	N	Percentage
School level		
Elementary	419	49%
Junior High	174	21
Senior High	257	30
Total	850	100%
School type		
Regular	658	77%
Year-Round	114	13
Continuation	6	1
Magnet	48	6
Special Education	24	3
Total	850	100%
Job description		
Classroom teacher	686	80%
Special education teacher	62	7
Counselor	33	4
Other nonclassroom certificated position	36	4
Principal	8	1
Other school administrator	13	2
Coordinator (nonclassroom)	13	2
Total	851	100%

(Table 2.2 continued)

Group	N	Percentage
Years of professional experience		
Less than 3 years	98	11%
3-10 years	228	27
11-20 years	301	35
21-30 years	186	22
31 years or more	41	5
Total	854	100%
Years at current location		
Less than 3 years	120	14%
3-10 years	341	40
11-20 years	150	18
21-30 years	173	20
31 years or more	67	8
Total	851	100%

Note. Forms with incomplete information about school type or job description are not included in table. Maximum N = 891.

Table 2.3

Classified Staff Survey Demographics, Form X

Group	N	Percentage
Years employed in district		
Less than 3 years	395	22%
3-10 years	880	48
11-20 years	480	26
21-30 years	51	3
31 years or more	12	1
Total	1,818	100%
School level		
Elementary	1,234	69%
Junior High	362	20
Senior High	199	11
Total	1,795	100%
Job description		
Secretary	357	20%
Teacher assistant	412	23
Education aide	619	35
Cafeteria staff	259	14
Custodial staff	147	8
Total	1,794	100%

Note. Forms with incomplete information about school type or job description are not included in table. Maximum N = 1,849.

Table 2.4

Parent Survey Demographics, Form Y

Group	N	Percentage
Relationship to child who brought survey home		
Mother (or female guardian)	5,021	49%
Father (or male guardian)	1,076	11
Mother and father (or male and female guardian)	4,104	40
Total	10,201	100%
Years this child attended this school		
Less than 1	1,817	18%
1	2,434	24
2	2,480	24
3	1,814	18
4	645	6
5	482	5
6	297	3
7	263	2
Total	10,232	100%
Grades of children in LAUSD		
Prekindergarten	428	2%
K	1,432	6
1	1,668	7
2	1,769	8
3	1,927	8
4	1,871	8
5	1,949	9%
6	1,805	8
7	2,177	10
8	1,980	9
9	1,939	9
10	1,642	7
11	1,213	5
12	961	4
Total	22,761	100%

(Table 2.4 cont.)

Group	N	Percentage
Types of school(s) children attend		
Elementary	6,307	42%
Junior High	3,833	26
Senior High	2,981	20
Special Education	281	2
Magnet	1,402	10
Continuation	43	-
Opportunity	42	-
Total	14,889	100%

Note. Not every respondent answered each item. Multiple responses were possible for grade(s) of children in LAUSD and type(s) of school attended. Maximum N = 10,500 forms returned.

CHAPTER III

CERTIFICATED STAFF FINDINGS

Summary

- Certificated staff viewed their own school's program more favorably than the district's program.
- Certificated staff felt schools should teach generalizable academic skills (e.g., good work habits).
- Certificated staff supported upgraded standards for homework, attendance, and discipline.
- Certificated staff were only moderately satisfied with the instructional support they received from administrators and district/regional offices.
- Certificated staff expected principals to act as the primary source of instructional support.
- Certificated staff felt that parents' lack of interest was a serious problem for the schools.
- A follow-up survey of certificated staff indicated:
    - Certificated staff dissatisfied with the district's program listed lack of classroom support and the narrowly focused curriculum as the reasons.
    - Certificated personnel satisfied with the district's program viewed a strong curriculum as the district's chief strength.
    - An increase in support for teachers was viewed as the best way of improving the district's program.
    - Teachers preferred hands-on inservices with direct classroom application.
    - Certificated staff requested inservice classes related to the subjects they teach.
    - Grades and attendance were viewed by many as the only essential record keeping activities.
    - The majority of first year teachers were critical of the mentor teacher program because the program was not meeting the objectives specified by its quidelines.

Certificated Survey, Form W

In the 1985 BAS (Form W), certificated staff expressed opinions on (a) the quality of the program, (b) teaching practices, (c) support received in teaching, (d) the value of selected educational reforms, and (e) the single biggest problem facing the public schools.

Quality of the Program

Certificated staff members were asked to judge the quality of both the district's instructional program and their own school's instructional program. They gave relatively high marks to the quality of their own school (70% judged it good) and to the way it was administered (65% good)(Table 3.1). Lowest marks went to the school's ability to prepare noncollege bound students for jobs (37% good). Among certificated staff members, the greatest disagreement revealed by the questionnaire was about how well the distict's programs met the needs of students from diverse ethnic and racial backgrounds. An equally big disagreement had to do with how well the district's program helped students with differing academic abilities. These disagreements also appeared in 1983 BAS.

While certificated staff members were generally positive about the quality of their own programs, they were considerably less so about the quality of the district's program (70% good vs. 54% good). This may reflect a lack of knowledge of other schools' programs.

Teaching

Three aspects of the teaching process were addressed by BAS questions. Certificated staff members were asked to judge the importance of teaching particular skills, the frequency with which they employed particular teaching practices, and the effectiveness of their schools in providing students with feedback.

Skills taught. Certificated staff felt that the proper job of the schools was teaching generalizable academic skills. Teaching students to make realistic plans, a practical skill, received modest endorsement while teaching life-enriching skills received even less support.

Academic skills

• Developing good work habits	(91% very important)
• Speaking/writing correctly	(85%)
• Thinking analytically	(77%)

Practical skills

- Making realistic plans (63%)

Enrichment skills

- Appreciating the arts (55%)

Teaching practices. Certificated staff members routinely followed course outlines (88%) and assigned homework (87%). Fewer staff members regularly discussed effective instructional techniques with others, or grouped students according to needs or ways of learning (70% and 74%, respectively). The percentage of certificated staff following course outlines did not change between 1984 and 1985 (Table 3.2).

Providing student feedback. Certificated staff members felt their schools were doing an effective job of helping students keep abreast of their progress (86% agreed) and of finding ways to acknowledge student accomplishments (83% agreed). Both of these ratings are up substantially from 1983 ratings (Table 3.3).

Instructional Support

Instructional support includes administrative support, the condition of the school as a learning environment and as a campus, student record-keeping, and efforts made to help teachers develop superior teaching.

Certificated staff members were at best moderately satisfied with the instructional support they received (Table 3.4). Of those sources rated, leadership offered by the principal was viewed most positively (65% satisfied). The school, both as a campus and as a learning environment, came next (60% and 59% satisfied, respectively). Staff was least convinced of the usefulness of the student data collected by the schools (33% satisfied). The supportiveness of the central district and regional/division offices received modest endorsement (45% satisfied).

Certificated staff judged three methods of nurturing superior teaching (Table 3.5). Most valued was support provided by the principal (84% judged it important). Comparing this finding with the observation that only 65% of the staff members are satisfied with their principal's leadership may indicate that a number of teachers looked to their principals for support but did not find it. Principal's support was followed by inservice programs (72% important). Certificated staff members were least enthusiastic about classroom visits by the principal or other administrators (57% important). Value placed on principals' support and on inservices was up from 1983-84.

Reforms and Problems

Value of selected educational reforms. Certificated staff assessment of educational reforms was clear-cut. Staff strongly supported higher standards for homework, attendance, and discipline (89% approved). This is up from the 1984 level of 84%. There was also considerable support for allowing children to attend prekindergarten classes at age 4 (70% approved), and for allowing summer school attendance as an alternative to retention (75% approved). There was relatively little support for permitting children to attend full day kindergarten classes (46% approved) (Table 3.6).

Problems facing community schools. Certificated staff members were asked to identify the single greatest problem facing public schools, choosing from a list of 21 items (Table 3.7). The most frequently chosen item was "parents' lack of interest" (19%). Also at the top of the list were "student's lack of discipline" (15%), "low salaries" (12%) and "students' lack of interest" (11%).

Comments

Certificated staff members were asked to express their opinions about any aspect of instruction not covered by survey questions. In all, 589 comments were elicited, 539 of which could be grouped into a small number of reoccurring themes (Table 3.8). The most frequently voiced complaint concerned lack of administrative support (accounting for 12% of all comments). Many teachers, and some principals, felt they were not (a) receiving the help they needed to do their jobs or (b) being included in the decision making process.

Another concern was class size. Sixty-one teachers (accounting for 10% of all comments) singled this out as the greatest obstacle to their increased effectiveness. Other concerns included inadequate materials (8%), the need to improve access to new teaching ideas (8%), the need to do more for students at both the moderately low and the high ends of the ability distribution (5%), and the need to teach more than just the basics (4%). If these last four issues are grouped together under the label "concern for effectively meeting as wide a range of learning needs as possible," this becomes the greatest voiced concern of LAUSD certificated staff (accounting for 25% of all comments).

Certificated Follow-up Survey, Form A

Certificated personnel responding to Form A (follow-up survey) expressed their opinions on (a) why they were satisfied or dissatisfied with the quality of the district's program, (b) how the instructional program could be improved, (c) effective staff development programs, (d) record keeping activities, and (e) the mentor teacher program.

Judging the Quality of the Program

Half (417) of the certificated personnel reponding to Form A expressed satisfaction with the quality of the district's program. Respondents gave 229 reasons for making this judgment (Table 3.9). The most frequently cited reason for satisfaction was the district's strong curriculum (56 comments, or 25%, expressed this view). The curriculum was described as well balanced (30 comments), as building basic skills (16), and as having clearly stated educational goals (10). The second most frequently cited reason for viewing the district's program as good was its competent staff (37 comments, or 16%). The district's teachers received most of the praise (27 comments). Many respondents (30 comments, or 13%) felt optimistic because they saw the quality of the district's program improving. Others (18 comments, or 8%) saw improvements in student performance. Taken together, these two findings indicate that 21% of the respondents expressed satisfaction with the quality of the district's program because of recent improvements. The remaining comments indicated that the program was good because it met the needs of a broad range of students (13%), because teachers received support from administrators (12%), and because staff members liked their schools (13%).

Half of the certificated personnel responding to Form A expressed dissatisfaction with the quality of the district's program. They explained their reasons in 483 comments. The most common reason for dissatisfaction was lack of classroom support (accounting for 12% of all responses)(Table 3.10). Included in this category was lack of classroom materials and supplies. Lack of support for teachers was also cited (10% of all comments). Teachers wanted more administrative support, more time for planning, more inservices with direct classroom applications, and more aide time. Another 10% felt the district's curriculum was too narrowly focused. They wanted a greater emphasis on academics, including math, science, social studies, language arts, and the fine arts. Concern was also expressed with the following: low student achievement (9%), a lack of standardization in curriculum and teaching practices from grade to grade and between schools (9%), and a lack of professionalism among teachers (8%).

How to Improve the Instructional Program

Certificated personnel were asked to comment on how the instructional program could be improved. The 789 comments elicited by this question were similar to those made by personnel expressing dissatisfaction with the program (Table 3.11). Increases in support for teachers and classrooms were seen as important steps by many (20% and 8% indicated these, respectively). Teachers were particularly interested in receiving informative inservices (51) and better classroom materials (56). A number of teachers (99, or 13%) wanted to see classrooms organized differently. Most (78) wanted class sizes reduced, while others wanted students with similar abilities placed in the same classroom (21). Fostering professionalism among teachers was also regarded as important (81, or 10%, stated this). One way of achieving this was believed to be through more rigorous selection practices (35 agree).

Teachers were concerned with finding ways of making school programs as responsive to a broad range of student needs as possible. Some (60, or 8%) thought the district must do a better job of meeting the needs of special groups, such as LEP students (27) and slow learners (19). Others (73, or 9%) wanted to change curriculum goals, either by placing more emphasis on academics (49) or more emphasis on basics (24). A smaller number of teachers were primarily concerned with raising academic standards (4%) and increasing student accountability for their own progress (5%).

Staff Development Sessions Attended in 1984-85

Most (810, or 93%) certificated staff responding to Form A attended staff development activities during 1984-85. All totaled, survey respondents attended 1,558 inservice sessions, most of which (82%) were judged effective. Inservices were sponsored by the schools (56%), the regions (19%), the district (21%), and jointly (team efforts involving two levels, e.g., schools and regions)(4%). Topics covered by inservices fell into 15 categories, led by those pertaining to curriculum and subject areas (682, or 44%) and instructional planning (118, or 8%)(Table 3.12).

School-sponsored inservices. Certificated staff reported the types of school-sponsored inservices attended and indicated whether each was effective. These figures, based on a total of 877 inservices, are:

Topic	Attended	Judged effective
Curriculum/subject area	46.2%	83%
Bilingual education	8.3	80
Arts	6.7	95
Testing	6.6	83
Instructional planning	6.4	73
Teaching techniques	5.2	89

District-sponsored inservices. Certificated staff members reported the the types of district-sponsored inservices they attended and indicated whether each was effective. These figures, based on a total of 296 inservices, are:

Topic	Attended	Judged effective
Curriculum/subject area	41.6%	87%
Bilingual education	9.5	75
Arts	9.1	93
Teacher morale	5.4	63
Teaching techniques	5.1	87

Region-sponsored inservices. Certificated staff members reported the types of region-sponsored inservices they attended and indicated whether each was effective. These figures, based on a total of 331 inservices, are:

Topic	Attended	Judged effective
Curriculum/subject area	40%	79%
Instructional planning	12	48
Teaching techniques	7	86
Social and legal problems	5	100
Health	5	94

Joint efforts. A small number of certificated staff members (53) attended staff development sessions sponsored by combinations of district levels (e.g., district and region or school and region). The greatest share of these inservices (47%) were jointly sponsored by schools and regions. Inservices devoted to curriculum/subject areas accounted for 42% of the total offerings. They were judged effective by 77% of the participants. Inservices on instructional planning, which accounted for 19% of all jointly-sponsored sessions, were judged effective by 40% of those attending. Bilingual education inservices and testing inservices each accounted for 5% of the total. Bilingual inservices were judged effective by four out of the five participants, and testing inservices were judged effective by three out of the five participants. The remaining 11 jointly-sponsored inservices covered a range of topics and had few participants each.

Preferred Staff Development

Form A respondents provided 1,412 comments describing their staff development preferences. Comments addressed preferred content of inservices (e.g., reading topics), and to a lesser extent, inservice formats (e.g., lectures).

Certificated staff members preferred hands-on inservices with direct classroom applications. Of the 361 comments describing preferences in inservice formats, most (140, or 39%) singled out hands-on workshops in which teachers created lesson plans and manipulatives for immediate classroom use. A second popular inservice format involved LAUSD teachers sharing their experiences with other teachers (95, or 26%, of the comments expressed this idea). Some advocated this format because they felt that LAUSD staff offer much untapped talent. Others felt that only classroom teachers could provide really useful inservices. A third group expressed an interest in lectures by experts covering new ideas and trends in teaching methodology (72 comments, or 21%). A fourth group expressed a desire for inservices appropriate to their own particular departments or grade levels (51, or 14% of the comments).

The bulk of the comments about inservices were requests for particular inservice topics (1,051 comments, see Table 3.13). Requests named particular subject areas (e.g., math), classroom strategies (e.g., motivating students), or personal issues (e.g., stress management). Most (713, or 68%) addressed instructional topics, stating either, "cover the subject areas I teach" (120), or "I would like to attend an inservice on teaching creative writing" (593). Of the 120 topics named explicitly, Bilingual-ESL (with 79 requests), science (78), computer literacy (71), and art (65) led the list.

The second largest group of comments specifying inservice topics were requests for information on effective teaching strategies (283 comments, or

27% of all comments). These requests were stated broadly, such as "provide inservices on methods of discipline." Within the strategy category, certificated staff expressed an interest in learning more effective ways of presenting information to students (73) and in ways of managing groups of students (66).

Least frequently chosen were inservice topics of a personal interest to teachers. Only 55 (5%) of the total number of topics could be classified this way. Chief among them was stress management, chosen by 29. Second on the list was management of district paperwork (14).

Record Keeping Activities

The majority (74%) of the certificated staff responding to Form A felt they were called upon to produce an excessive amount of paperwork. Half (50% exactly) reported spending between three and six hours per week on paperwork. These respondents were asked to list the kinds of paperwork they viewed necessary.

Grading activities were viewed as the most important items of paperwork (416 comments, or 42%)(Table 3.14). The types of grading activities endorsed ranged from keeping a log of daily grades to producing report cards. Attendance records were also viewed as a necessary form of paperwork (260, or 26%). Taken together, these account for 75% of all comments. The majority of the respondents viewed these as the only two types of data which really need to be collected. Maintaining student historical data (e.g., cummulative records, student profiles) was endorsed by 11%, and collecting data for special programs (e.g., Lau profiles) was endorsed by 3%. It is interesting to note that three times as many staff felt all record keeping is necessary as compared to the number who felt none of it is necessary (37 vs. 12).

Certificated staff members were also asked to list the record keeping activities they felt should be eliminated. As shown in Table 3.15, the largest share of respondents (21%) wished to eliminate district, region, and school surveys (e.g., racial/ethnic, evaluation, and BAS). Rosters and attendance records followed, with 97 respondents listing these as unnecessary activities (260 respondents listed attendance as necessary paperwork). Routine activities related to instruction were also unpopular: SES record keeping (8%), profiles and continuums (7%), homeroom records (7%), bilingual program records (5%), progress reports (5%), and lesson plans (4%). Computer grading and attendance (6%) were disliked because they required duplicating information more than once, "bubbling," and more time than other reporting methods. Also unpopular were activities unrelated to instruction (3%), school activities (PTA, candy drives, lunch money) (2%), and notices to the office and parents (2%).

Mentor Teacher Program

Only 52 (30%) first year teachers indicated they were satisfied with the mentor teacher program. A small number of new teachers described the program as helpful because they learned instructional methods from experienced teachers (24 responses). First year teachers also described mentor teachers as encouraging, informative, and always available (7 responses).

The majority of the staff responding to the questionnaire were critical of the mentor teacher program. A total of 120 (70%) new teachers were dissatisfied with the program for the following reasons:

- Program was not beneficial (17).
- Mentor teacher was not seen during the year (15).
- Mentor teachers were not qualified (8).
- Mentor teachers were pulled out of their classrooms so often that the ongoing program of their classes was disturbed (8).

- Program was not meeting objectives specified by its guidelines (5).
- Teachers should be properly prepared when they get a credential (5).
- Mentor teachers did not provide timely or appropriate assistance when needed (3).

Many suggestions were given by the first year teachers to improve the program.

The most frequent responses were:

- Allow all teachers to use mentor teacher services (14).
- Cancel program (13).
- Limit the number of teachers each mentor teacher sees or make the mentor teacher an out of the classroom position (13).
- Spend money used for this program on salaries, lower norms, or schools (8).
- Do not require mentor teachers to transfer schools (8).
- Allow mentor teachers to spend enough time with each teacher (6).
- Approve mentor teachers by school faculty familiar with the school routines (5).
- Start mentor teachers' duties during the crucial first semester (5).
- Define mentor teacher duties for participants (5).
- Screen mentor teachers more thoroughly so that quality teachers are selected (5).
- Assign mentor teachers to work with specific grade levels, departments, or subjects (5).

Table 3.1

Certificated Staff Ratings of the Instructional Program's Quality

Program Items	1983 Percentage		1985 Percentage	
	Good	Poor	Good	Poor
District				
The quality of the instructional program in the district	--	--	54	12%
The district's instructional program meets the needs of students from diverse ethnic and racial backgrounds	49	16	49	19
The district's instructional program meets the needs of students with differing academic abilities	42	20	42	26
School				
The quality of the instructional program in your school	--	--	70	9
Books and instructional materials	--	--	56	17
The way the school is administered	--	--	65	17
Behavior of students	--	--	44	27
Preparing students for jobs if they are not planning to go to college (secondary staff only)	--	--	37	36
Preparing students for college (secondary only)	--	--	49	19

Note. Blanks indicate questions which did not appear in the 1983 BAS.

Table 3.2

Certificated Staff's Performance of Selected Practices

Teaching Practices	1984 Percentage		1985 Percentage	
	Often	Seldom	Often	Seldom
Follow the continuum or course outline for your classes and/or grade level	88	3	88	3 %
Assign homework	--	--	87	4
Observe and/or discuss effective instructional techniques with other teachers	72	5	70	8
Group students for instruction and regroup as needed to meet each student's needs, strengths, interests, and ways of learning	--	--	74	9

Note. Blanks indicate questions which did not appear in the 1984 BAS.

Table 3.3

Certificated Staff Opinions Concerning School Effectiveness in Providing Feedback

Feedback	1984 Percentage		1985 Percentage	
	Effective	Ineffective	Effective	Ineffective
Keeping each student aware of his/her progress regarding expected academic performance	79	8	86	4%
Finding ways to acknowledge student efforts and accomplishments in academic, personal, and social areas	73	10	83	5

Table 3.4

Certificated Staff Satisfaction With Instructional Support

Source of Support	1984 Percentage		1985 Percentage	
	Satisfied	Disatisfied	Satisfied	Disatisfied
Staff devlopment activities offered by the district	40	26	45	25%
Instructional support provided by your Administrative Region/Division office	--	--	45	22
Your principal as an instructional leader	68	16	65	18
The appearance of the school buildings and grounds	--	--	60	26
The usefulness of required record keeping	36	40	33	43
The school environment encourages learning	--	--	59	22

Note. Blanks indicate questions which did not appear in the 1984 BAS.

Table 3.5

Certificated Staff Judge the Importance of Selected Methods of Fostering Superior Teaching

Methods	1983 Percentage		1984 Percentage		1985 Percentage	
	Important	Unimportant	Important	Unimportant	Important	Unimportant
Inservice programs for teachers	61	14	67	11	72	11%
Instructional support provided by the principal	--	--	82	5	84	5
Classroom visitations by principal or other administrators	48	20	54	17	57	17

Note. Blanks indicate questions which did not appear in the 1983 BAS.

Table 3.6

Certificated Staff Approval of Selected Educational Reforms

	1984 Percentage		1985 Percentage	
Reforms	Approve	Disapprove	Approve	Disapprove
Upgraded standards (guidelines) for homework, attendance, and discipline	85	6	89	3%
Permitting young children to attend prekindergarten classes at age 4	--	--	70	18
Permitting children to attend full-day Kindergarten classes	--	--	46	36
Offering summer school attendance as an option to retention (elementary staff only)	--	--	75	14

Note. Blanks indicate questions which did not appear in the 1984 BAS.

Table 3.7

Certificated Responses About Public Schools

Item	f	Percentage
What do you think is the single biggest problem facing the public schools?		
Parents' lack of interest	608	19%
Lack of money	189	6
Students' lack of interest	337	11
Lack of discipline	471	15
Problems with administration	108	3
Poor curriculum	17	1
Students' use of drugs	15	0
Low teacher salaries	385	12
Difficulty getting good teachers	166	5
Large schools/overcrowding	141	5
Teachers' lack of interest	21	1
Lack of respect for teachers	200	6
Lack of public support	155	5
School board policies	41	1
Mismanagement of funds	29	1
Lack of needed teachers	24	1
Crime/vandalism	21	1
Fighting	1	0
Pupil dropout rate	30	1
There are no problems	5	0
Other	178	6

Note. Instructions asked respondents to check one item.

Maximum N = 3,230.

Table 3.8

Summary of Certificated Comments

Comment	Frequency	Percentage of Total
Not receiving adequate administrative support	73	12%
Class size too large	61	10
Inadequate tests, equipment, supplies	47	8
Need to improve access to new teaching ideas	45	8
Discipline problems	44	8
Program concerns	36	6
Need to do more for kids at both ends of ability distribution	32	5
Too much paperwork	29	5
Need to move beyond teaching the basics	24	4
Need cooperation from parents	22	4
Concern with bilingual education	21	4
Teachers' salaries are too low	18	3
Teachers have attitude problems	17	3
Need more qualified teachers	16	3
Raise academic standards	14	2
This survey was useless	14	2
Teachers need release time for planning lessons	12	2
Classrooms are dirty	8	1
Need more aides, adult volunteers	6	1
Other	50	9
Total	589	100

Table 3.9

Reasons for Satifaction with the District Program

Program Strength	N	Percentage of Total
Strong curriculum	56	25%
Competent staff	37	16
Program quality improving	30	13
Program meets education goals	29	13
Staff receives needed educational support	28	12
Student performance improving	18	8
My school's program is good	31	13

Table 3.10

Reasons for Dissatisfaction With the District's Program

Program Weakness	N	Percentage of Total
Too little classroom support	55	12%
Curriculum too narrowly focused	49	10
Too little support for teachers	46	10
Student achievement too low	44	9
Program unstandardized	42	9
Teachers lack professionalism	41	8
Too many demands placed on teachers' time	36	7
Not meeting needs of all the students	34	7
Class size too large	32	6
Students lack commitment	23	5
Too many unnecessary programs are offered	22	4
Bilingual-ESL needs improvement	9	2
Teachers have too little say	8	2
Misc.	42	9

Table 3.11

Certificated Staffs' Suggestions for Improving the Program

Suggestion	N	Percentage of Total
Increase assistance to teachers	156	20%
Organize classrooms differently (e.g., reduce class size)	99	13
Foster professionalism among teachers	81	10
Change curriculum goals	73	9
Increase classroom support	65	8
Increase teachers' control over program	60	8
Better meet needs of special groups	60	8
Reduce outside demands on teachers' time	56	7
Improve student accountability/discipline	41	5
Improve student achievement	37	4
Misc.	61	8

Table 3.12

Frequency of Inservice Attendance by Topic

Inservice Topic	N	Percentage
Curriculum/Subject Areas	682	44%
Instructional Planning	118	8
Bilingual Education	117	8
Arts	100	6
Testing	86	5
Teaching Techniques	84	5
School Business/Procedures	72	5
Social and Legal Problems	46	3
Record Keeping	45	3
Parents	43	3
Health	42	3
Morale	38	2
Special Education	22	1
Administration/Teachers	20	1
Program/Services	17	1

Table 3.13

Preferred Content of Staff Development Programs

Topic	N	Percentage
Instruction	713	
Course content	120	68%
Bilingual-ESL	79	
Science	78	
Computer literacy	71	
Art	65	
Reading	44	
Social studies	42	
Math	41	
Composition	32	
Other topics	141	
Teaching Strategies	283	27
Instructional techniques	73	
Management of groups	66	
Discipline	46	
Effective teaching	43	
Classroom management	24	
Motivation	15	
Other topics	16	
Personal	55	5
Stress management	29	
Management of paperwork	14	
Improving teacher morale	10	
Teacher's legal rights	2	

Table 3.14

Useful Record Keeping Activities

Type of Record	N	Percentage
Grades	416	42%
Attendance records	260	26
Student historical data	105	11
Evaluations for program placement	72	7
All record keeping	37	4
Records for special programs	28	3
Lesson plans	27	3
Records related to program improvement	17	2
No record keeping	12	1
Surveys	6	1/2
Misc.	4	1/2

Table 3.15

Record Keeping Activities That Should Be Eliminated

Activity	N	Percentage
Surveys (district, region, and school)	129	21 %
Registers and attendance	97	15
SES Record keeping	49	8
Homeroom	42	7
Profiles and continuums	41	7
Computer grading and attendance	40	6
Bilingual program records	34	5
Progress reports	31	5
Duplication of the same information	31	5
Lesson plans, weekly/daily	26	4
Paperwork not related to instruction	20	3
Testing	14	2
PTA, candy drives, lunch money	12	2
Notices to office and parents	10	2
Others	52	8
Total	628	100%

CHAPTER IV
CLASSIFIED STAFF FINDINGS

Summary

Classified staff rated three current and proposed district programs highly:

- Upgrading standards (guidelines) for homework, attendance, and discipline;
- Offering summer school attendance as an option to retention (elementary staff only); and
- Permitting young children to attend prekindergarten classes at age 4.

Classified staff indicated schools were effective in:

- Keeping each student aware of his/her progress regarding academic performance; and
- Finding ways to acknowledge student efforts and accomplishments in academic, personal, and social areas.

Items eliciting the least positive responses were:

- Staff development activities offered by the district (54%),
- Student behavior (42%), and
- Preparation of noncollege-bound students for jobs (47%).

Quality of the Program

Classified staff gave their highest grades to the quality of the schools' programs (70% satisfied) and to the school administration (70%). Classified staff members' judgements of school program quality were gathered in previous years. In 1983, 69% of classified staff was satisfied with the school's instructional program. The number of satisfied classified staff increased to 73% in 1984, before dropping to 70% in 1985. As in previous years, classified staff members judged their own school's program more favorably than the district's (59%). However, approval of the district's program did increase by 4% between 1984 and 1985 (Table 4.1).

Between 1983 and 1985, satisfaction with the ability of the district's instructional program to meet the needs of students from diverse ethnic and racial backgrounds decreased 5%, from 61% to 56%. Similarly, satisfaction with the district's ability to meet the needs of students with differing academic abilities decreased 5%, from 59% and 54%. The lowest report card grades (Cs) were given to the behavior of students (42%) and preparing students for jobs if they are not planning to go to college (47%). Preparing students for college fared slightly better with 50% (C+).

Instructional Support

Instructional support includes administrative support, the condition of the school as a learning environment and as a campus, and student record keeping.

Classified staff were most satisfied with the extent to which principals communicated their expectations of staff (72%), the appearance of the school buildings and grounds (71%), and the usefulness of required record keeping (70%). The 1984 BAS also included questions about the school's appearance and the principal's communication. Classified staff was 69% satisfied with both items, indicating gains of 2-3% in 1985.

The percentage of classified staff satisfied with the district's emphasis on basic skills gained steadily in the last three years. The percentage of satisfied staff increased from 63% in 1983 to 67% in 1984, and then to 68% in 1985.

Staff development activities offered by the district were least favorably reviewed (54% satisfied). In addition, 230 (13%) of the respondents marked the don't know column for this question indicating they did not participate or were unfamiliar with classified staff development activities (Table 4.2).

Selected Issues Important to Superior Teaching

For the second consecutive year, classified staff agreed that these five items were very important to superior teaching:

- Teachers' attitudes toward students (95%)
- Instructional materials (94%)
- Homework assignments (94%)
- Instructional support provided by the principal (92%)
- Inservice programs for teachers (89%)

These percentages were equal to or 1%-2% higher than last year (Table 4.3).

Classified staff support. Classified staff rated their roles in support of the district's instructional program as very important. All four statements received ratings above 90%, with setting standards of good behavior receiving the highest score of 95%. These percentages were almost identical to those found in the 1983 BAS (Table 4.3).

School effectiveness in providing feedback. Classified staff members indicated the school program effectively provided student feedback. They reported the following percentages for their schools:

- Keeping each student aware of his/her progress regarding expected academic progress (79%)
- Finding ways to acknowledge student efforts and accomplishments in academic, personal, and social areas (78%).

The scores increased slightly over 1984 (2%-4% respectively) (Table 4.4).

Reforms and Problems

Value of Selected Educational Reforms

Three of the four educational reforms listed on the BAS received approval from the classified staff:

- Upgraded standards (guidelines) for homework, attendance, and discipline (81% for the second consecutive year)

- Permitting young children to attend prekindergarten classes at age 4 (75%)
- Offering summer school attendance as an option to retention (elementary only)(78%)

The proposed educational reform with least support was permitting children to attend full-day kindergarten classes. For this item, 50% of the classified staff approved and 33% disapproved (Table 4.5).

Problems Facing Community Schools

One third of the classified staff identified parents' lack of interest as the single biggest problem facing the community school (33%). With half as many responses, teachers' lack of interest (17%) and lack of discipline (12%) were considered the second and third major problems for schools (Table 4.6).

Comments

Classified staff wrote 65 comments on the 1985 BAS forms. Table 4.7 provides a summary of statements made by 2 or more respondents. Classified staff suggested that schools would benefit from increases in parental interest, respect for teachers, discipline, assistance for slower students, inservice programs for classified staff, and salaries. Like the certificated staff described in Chapter III, classified staff were concerned about parental cooperation, discipline, programs for children with special needs, and salaries. On the 1984 BAS, classified staff also asked for increased discipline, classes/inservices for classified employees, and higher salaries.

Table 4.1

Classified Staff Ratings of the Instructional Program's Quality

Program Items	1983 Percentage		1984 Percentage		1985 Percentage	
	Satisfied Good	Dissatisfied Poor	Satisfied	Dissatisfied	Satisfied	Dissatisfied
District						
The quality of the instructional program in the district	55	17	55	19	59	10 %
The district's instructional program meets the needs of students from diverse ethnic and racial backgrounds	61	8	--	--	56	15
The district's instructional program meets the needs of students with differing academic abilities	59	10	--	--	54	17
School						
The quality of the instructional program in your school	69	10	73	10	70	7
The way the school is administered	--	--	--	--	70	11
Behavior of students	--	--	--	--	42	25
Preparing students for jobs if they are not planning to go to college (Seconday only)	--	--	--	--	47	26
Preparing students for college (Secondary only)	--	--	--	--	50	23

Note. Blank entries indicate questions not included in the BAS during the year specified.

[a] Items one and four used a satisfied-dissatisfied scale and items two and three used a good-poor scale.

Table 4.2

Classified Staff Satisfaction With Instructional Support

Source of Support	1983 Percentage		1984 Percentage		1985 Percentage	
	Satisfied	Dissatisfied	Satisfied	Dissatisfied	Satisfied	Dissatisfied
The district's emphasis on basic skills	63	14	67	14	68	12%
Staff development activities offered by the district	--	--	53	19	54	18
The extent to which your principal has adequately communicated to you what is expected of you	--	--	69	14	72	13
The appearance of the school buildings and grounds	--	--	69	16	71	16
The usefulness of required record keeping	--	--	--	--	70	11
The school environment encourages learning	--	--	--	--	66	14

Note. Blanks entries indicate questions not included in the BAS during the year specified.

Table 4.3

Classified Staff Opinions of Selected Issues Important to Superior Teaching

	1983 Percentage		1984 Percentage		1985 Percentage	
	Important	Unimportant	Important	Unimportant	Important	Unimportant
Importance to superior teaching						
Instructional materials	--	--	94	2	94	2%
Homework assignments	--	--	93	2	94	2
Teachers' attitudes toward students	--	--	93	3	95	2
Inservice programs for teachers	--	--	87	3	89	3
Instructional support provided by the principal	--	--	91	2	92	2
Importance to district's instructional program						
Providing support to the instructional program	84	3	91	2	91	2
Maintaining a good environment	87	3	93	2	94	2
Setting standards of good behavior	88	3	95	2	95	2
Providing support to students	88	3	94	2	94	2

Note. Blank entries indicate questions that did not appear in the 1983 BAS.

Table 4.4

Classified Staff Opinions Concerning School Effectiveness in Providing Feedback

	1984 Percentage		1985 Percentage	
Item	Effective	Ineffective	Effective	Ineffective
Keeping each student aware of his/her progress regading academic performance	77	10	79	7%
Finding ways to acknowledge student efforts and accomplishments in academic, personal, and social areas	74	11	78	7

Table 4.5

Classified Staff Opinions on Selected Educational Reforms

Item Reforms	1984 Percentage		1985 Percentage	
	Approve	Disapprove	Approve	Disapprove
Upgraded standards (guidelines) for homework, attendance and discipline	87	9	81	7%
Permitting young children to attend prekindergarten classes at age 4	--	--	75	16
Permitting children to attend full-day kindergarten classes	--	--	50	33
Offering summer school attendance as an option to retention (Elementary staff only)	--	--	78	11

Note. Blank entries indicate questions that did not appear in the 1984 BAS.

Table 4.6

Classified Staff Responses About Public Schools

Item	f	Percentage
What is the single biggest problem facing the schools in your community?		
Parents' lack of interest	593	33 %
Lack of money	143	8
Students' lack of interest	157	9
Lack of discipline	221	12
Problems with administration	41	2
Poor curriculum	10	1
Students' use of drugs	51	3
Low teacher salaries	24	1
Difficulty getting good teachers	110	6
Large schools/overcrowding	81	4
Teachers' lack of interest	303	17
Lack of respect for teachers	17	1
Lack of public support	12	1
School board policies	3	0
Mismanagement of funds	9	0
Lack of needed teachers	1	0
Crime/vandalism	13	1
Fighting	2	1
Pupil dropout rate	5	0
There are no problems	4	0
Other	6	0

Note. Instructions asked respondents to check one item in each section.

Maximum N = 1,849.

Table 4.7

Summary of Classified Staff Comments

Comment	Frequency
A "single biggest" problem facing public schools cannot be chosen	13
Parents' lack of interest affects teachers and students	12
Lack of respect for teachers and authority figures	5
Increase discipline	4
Large schools and overcrowding are problems	3
Students' lack of interest is a problem	3
Slower students should be given additional assistance so they don't fall further and further behind	3
Improve administrator quality	3
Need inservice programs for aides	3
Increase classified salaries and benefits	3
Improve staff communication and cooperation	2

Note. Comments were written by 65 classified staff. Singular comments were not included in the table.

CHAPTER V

PARENT FINDINGS

Summary

- Parents approved of the way the district informed them of their children's progress (e.g., report cards).
- Parents wanted their children to learn generalizable academic skills (e.g., good work habits, speaking and writing correctly).
- Parents most frequently chose "parents' lack of interest" as the greatest problem facing community schools.
- Parents most frequently chose the quality of education as the single best part of community schools (30%).
- Most parents (98%) want their children to attend college.

In the 1985 BAS survey, parents expressed their opinions on (a) the quality of the instructional program and learning environment, (b) what is important for students to learn, (c) primary school policy issues, and (d) the school's successes and problems.

Quality of the Program

Thirty percent of the sample of district parents chose the quality of education as the single best part of community schools. This was also the most frequently chosen success of 1984. The level of endorsement, however, was up a substantial eight percentage points for 1985. The district's teachers were chosen as the best part of the community schools by 14% of the parents, as compared with 15% last year (Table 5.1).

Program Components

Parents were happiest with the district's report card system. Seventy-nine percent felt report cards did a good job of keeping parents informed about their children's progress. Seventy-five percent of the parents were happy with the total amount of feedback received from the schools, including notes, conferences, and phone calls. Other program components which parents were generally satisfied with included:

• Requirements for graduation	(75% good)
• Emphasis on basic skills	(75%)
• Help with learning English (non-English-speaking families)	(75%)
• Teaching	(76%)
• Availability of teachers for conferences	(74%)
• Books and materials.	(74%)

Fewer parents (68%) felt certain that the district was adequately meeting the needs of students from diverse ethnic and racial backgrounds, or of differing academic abilities. Parents showed greatest concern about the ability of the district to prepare students for jobs, and about the behavior of students (56% acceptable in both cases). It was interesting to note that while parents were 65% favorable toward the quality of the district's program, they were 74% favorable toward the quality of their children's schools (Table 5.2). This same favorable bias toward the local school was found for certificated and classified staff.

Parents were satisfied with the appearance of the school buildings (80%) and with the school as a learning environment (75%).

Important Skills

Parents were asked to decide the importance of teaching five select skills. All were viewed as important (Table 5.3). Especially important were:

• Developing good work habits	(92% important)
• Speaking and writing correctly	(92%)
• Making realistic plans for what to do after graduation	(90%)
• Thinking analytically.	(89%)

Although a high percentage of parents felt that appreciating and participating in the arts was important, this skill ranked lowest among the five skills rated (74% felt it was important).

Reforms and Problems

Value of Selected Educational Reforms

Parents were asked to decide upon the importance of retention, letter grades, and full-day kindergarten classes for primary school children. The practice of using letter grades to measure student progress in grades K-2 and 3-6 received the most support (82% and 70%, respectively). Use of retention received moderate support (61% and 65% for the same grade ranges)(see Table 5.4).

Problems Facing the Community Schools

Parents felt the three most serious problems facing the schools were parents' lack of interest (19%), students' lack of interest (13%), and students' use of drugs (10%). Few parents considered lack of public support or teacher shortage (1%) each) to be important problems. The 1985 ranking differed from 1984's, when lack of money was considered the biggest problem by the largest number of parents (20%), followed by overcrowding (15%) and the belief that there were no problems (11%) (Table 5.5).

Parents Describe Their Children

Homework

Parents judged the amount of time their children spend on homework each night. The largest proportion of parents (53%) reported that their children spend one hour or less on homework each night. Twenty-five percent reported that their children spend 1 1/2 hours or more per night (Table 5.6). The 1985 National Education Association poll found that 70% of the nation's parents wanted schools to assign at least 1 1/2 hours of homework every night. If as many district parents share this belief, a sizable gap exists between the amount of time parents expect their children to perform homework tasks each night and the amount of time they actually spend.

College

Parents, by a ratio of nine to one, want their children to attend college. Only two percent do not want their children to attend a college (Table 5.6).

Comments

Parents were asked to comment on instructional aspects of the schools. A total of 1,453 used this opportunity to express themselves. The comments most frequently listed indicated satisfaction with the school's program (n = 215 or 15%). Parents requested increases in student homework (7%), discipline (4%), teachers' sensitivity and understanding (4%), and parent-school communication (4%). Teachers at their children's schools were viewed as good (5%). Parents expressed a need for increased supervision on school grounds (3%). Retaining pupils in K-6 was approved if the pupil would benefit from the experience (3%). The survey itself was noted as a good opportunity to express opinions (3%). Following closely, with 2% shares of the responses, parents stated a need to improve the quality of teachers and counselors; wished to expedite their children's transition to English in bilingual programs; expressed dissatisfaction with year-round schools; found overcrowding and large class size a problem; felt magnet schools were superior to local schools; felt children needed more individual assistance in problem areas; and desired motivating books and materials for the pupils. Parents' reactions to a variety of issues were made. Table 5.7 provides a summary of the most prevalent statements.

Table 5.1

Parents' Opinions About the Best Part of Community Schools

	Percentage	
	1984	1985
What do you think is the single best part of the schools in your community?		
Quality of education	22%	30%
Teachers	15	14
Curriculum	10	10
Communication with parents	14	13
Discipline	6	5
Location	16	11
Variety of programs	11	10
Extracurricular activities	5	5
Other	1	2

Note. Instructions asked respondents to check just one item on this list.

Table 5.2

Parents' Opinions About the Quality of the District's Program

Item	1983 Percentage		1984 Percentage		1985 Percentage	
	Good	Poor	Good	Poor	Good	Poor
District						
The way the district's instructional program meets the needs of students from diverse ethnic and racial backgrounds	--	--	--	--	68	6 %
The way the district's instructional program meets the needs of students with differing academic abilities	--	--	--	--	68	7
The district's requirements for a student to get a high school diploma	70	8	--	--	75	6
The district's current emphasis on learning basic skills (reading, writing, English, and mathematics)	72	8	74	4	75	6
The quality of the instructional program in the district	--	--	67	5	65	7
School						
The quality of the instructional program in your child's school.	--	--	--	--	74	5
The amount of homework given	--	--	63	11	67	9
The help your child gets in learning English (if you speak another language at home)	72	6	75	5	75	6

Table 5.2 (Continued)

	1983 Percentage		1984 Percentage		1985 Percentage	
	Good	Poor	Good	Poor	Good	Poor
The amount of information you get about your child's progress in school (notes, report cards, conferences, and phone calls)	73	8	72	8	75	7 %
The teaching at your child's school	73	4	75	4	76	5
Preparing students for jobs if they are not planning to go to college	--	--	50	17	56	16
The availability of teachers for conferences to discuss your child's school progress	--	--	76	6	74	6
The information provided on school report cards about your child's academic achievement, work habits, and citizenship	--	--	79	4	79	4
Preparing students for college	--	--	--	--	68	9
Books and instructional materials	--	--	--	--	74	6
Behavior of students	--	--	52	13	56	12

Note. Blanks indicate questions which did not appear in the 1983 or 1984 BAS.

Table 5.3

Parent Responses: Important vs. Unimportant

Item	1985 Percentage	
	Important	Unimportant
Developing good work habits (the ability to organize thoughts, to concentrate, and to complete the task	92	1 %
Thinking analytically (logically)	89	2
Speaking and writing correctly	92	2
Making realistic plans for what to do after high school graduation	90	2
Appreciating and participating in the arts, music, literature, theater, etc	74	4
Permitting children to attend full-day kindergarten classes	67	10
Using letter grades on report cards to measure progress in grades K-2	70	9
Using letter grades on report cards to measure progress in grades 3-6	82	4
Retaining pupils in grades K-2 for another year	61	15
Retaining pupils in grades 3-6 for another year	65	13

Table 5.4

Parents Opinions on School Reforms

	Percentage	
	Important	Important
Permitting children to attend full-day kindergarten classes	67	10%
Using letter grades on report cards to measure progress in grades K-2	70	9
Using letter grades on report cards to measure progress in grades 3-6	82	4
Retaining pupils in grades K-2 for another year	61	15
Retaining pupils in grades 3-6 for another year	65	13

Table 5.5

Parents' Opinions About the Biggest Problem Facing Community Schools

Item	Percentage Selected as Biggest Problem 1984	 1985
What do you think is the single biggest problem facing the schools in your community?		
Parents' lack of interest	7	19 %
Lack of money	20	8
Students' lack of interest	7	13
Lack of discipline	9	6
Problems with administration		2
Poor curriculum	4	2
Students' use of drugs	9	10
Low teacher salaries	--	3
Difficulty getting good teachers	--	4
Large schools/overcrowding	15	7
Teacher's lack of interest	5	3
Lack of respect for teachers	--	3
Lack of public support	--	2
School board policies	3	1
Mismanagement of funds	2	1
Lack of needed teachers	5	1
Crime/vandalism	--	4
Fighting	--	2
Pupil dropout rate	--	2
There are no problems	11	5
Other	--	2

Note. Instructions asked respondents to check just one item on this list.

Blanks indicate questions which did not appear in the 1984 BAS.

Table 5.6

Parent Survey, Selected Issues

Group	N	Percentage
Would like child to go to college		
Yes	9,177	90%
No	172	2
Don't Know	833	8
Total	10,182	100%
Time child spends on homework each school night		
1/2 hour or less	2,286	22%
1/2 hour to 1 hour	3,215	31
1 hour to 1 1/2 hours	2,224	22
1 1/2 hours to 2 hours	1,032	10
2 hours or more	1,501	15
Total	10,258	100%

Note. Every respondent did not answer each item. Maximum *N* = 10,500 forms returned.

Table 5.7

Summary of Parent Survey Comments

Comment	N	Percentage
Satisfied with school program	214	15%
Homework should be increased	98	7
Teachers at my child's school are good	77	5
Increase discipline	64	4
Increase teacher sensitivity and understanding	64	4
Increase/improve parent-school communication	52	4
Survey is a good opportunity to express opinions	47	3
Retaining pupils in K-6 is all right if it will help the pupil	46	3
Improve the quality of counselors and teachers	36	3
Need to increase supervision on school grounds	35	3
Need to improve bilingual education/expedite transition to English	33	2
Dissatisfied with year-round schedule/prefer regular schedule	28	2
Reduce class size/overcrowding	27	2
Magnet school is superior to local school	26	2
Children need more individual assistance with problem areas	23	2
Provide motivating and interesting books and materials	23	2
Quality of education is low	21	1
Teachers should be more demanding	19	1
Drugs are a problem	19	1
Thank you for helping our children	18	1
Add computer science instruction to curriculum	16	1
Improve school cleanliness and appearance	16	1
Increase instructional time (hours per day/ days per year)	17	1
Need more bilingual teachers, aides and materials	16	1
Gangs are a problem	15	1
Parent lack of interest is a problem	14	1
Institute dress codes	14	1
Teach children to respect one another	13	1
Allow more electives and classes in the arts	13	1
Students are given too much homework	12	1
Schools need PTA	11	1
Increase teacher salaries	11	1

(Table 5.7 continued)

Comment	N	Percentage
Increase sports, gymnastics, and extra curricular activities		
Survey data does not pertain to special education schools	10	1
Improve teaching of reading	10	1
Teach children to respect adults	9	1
Teaching fundamental skills is important	9	1
Increase social studies instruction (geography, history, science)	9	1
Need progress reports from school more frequently	9	1
Allow prayer in schools	8	-
Increase gifted funding	8	
Teach skills needed for self-sufficiency		
Dissatisfied/disapprove of bilingual program	8	-
Increase educational trips	8	-
Others	204	14
Total	1,453	100%

CHAPTER VI

COMPARISONS OF SURVEY OPINIONS

Summary

- Parents gave higher ratings to the quality of the district's program than did classified or certificated staff.
- Parents and certificated staff agreed on the importance of teaching generalizable academic skills (e.g., good work habits).
- Principals gave higher ratings to the quality of the instructional program than did teachers.
- Principals viewed the instructional support for teachers offered by the district, the region, and themselves more favorably than did teachers.

Comparison Groups

Two sets of comparisons were made using BAS data. First, the opinions held by parents, classified staff, and certificated staff were compared. Second, the opinions held by principals and teachers were compared.

Comparisons of Parents, Classified Staff, and Certificated Staff Opinions

Parents, classified staff, and certificated staff expressed their opinions on (a) the quality of the program, (b) the importance of teaching selected skills, and (c) the school as a campus and a learning environment.

Quality of the program. Parents consistently gave higher ratings to the quality of LAUSD's program and its ability to meet diverse needs than did either classified or certificated staff (Table 6.1) Certificated staff generally gave the poorest ratings of the three groups. Divergence between the views of parents and school personnel is greatest for issues pertaining to what students learn. Parents thought the district did a good job of academic preparation while school personnel thought it did a fair job.

Importance of teaching selected skills. Certificated staff and parents agreed that schools should be concerned with teaching generalizable academic skills, especially concrete ones such as good work habits and speaking and writing correctly. Teaching students practical skills, (i.e., how to make realistic postgraduation plans), and life enriching skills, (i.e., appreciation of the arts), were viewed as somewhat less important by certificated staff and parents. Certificated staff gave each of the selected skills a higher rating than did parents (Table 6.2).

The school. Parents were satisfied with the appearance of their neighborhood school, and with the environment for learning it provided. Both were given a B grade. Certificated staff members were less positive. They gave the marginally satisfactory grade of B- to the appearance of the school. They were neutral about the learning environment created by their school, giving it a C+. Certificated staffs' opinions fell in between those held by parents and classified staff members.

Comparisons of Principals and Classroom Teachers

Principals and classroom teachers had differing views about program strengths and about the value of instructional support provided. They shared views on the aims of the educational process.

Quality of the program. Principals viewed most aspects of LAUSD's program as good, while teachers viewed them as somewhere between good and fair (Table 6.3). Both teachers and principals viewed their own schools' programs more favorably than the district's. While most differences of opinion between teachers and principals were statistically significant, some represented bigger divergences than others. Teachers and principals were closest in their assessment of broad issues, such as the quality of the program and its ability to prepare students for the future. The divergences grew with questions pertaining to the ability of the program to meet unique needs. The greatest discrepancy was in judgments of the way the school was administered (principals gave an A- and teachers a B-) and student behavior (principals gave a B and teachers a C).

Teaching. Teachers and principals agreed that it is very important to teach generalizable academic skills, such as good work habits, speaking and writing skills, and analytical thinking (all As). The practical skill of learning to make realistic postgraduation plans was viewed as less important, but important nonetheless (A-). The only disagreement was in the importance of teaching art appreciation. Teachers gave it a B and principals an A. Principals took a broader view of the schools' educational goals.

Instructional support. Teachers were less satisfied with the instructional support they received than principals were with the instructional support they gave (Table 6.4). The biggest difference was in each group's views of the principal as an instructional leader (principals gave themselves an A- and teachers, a B). Even so, of the sources of support available to them, teachers were most satisfied with their principals. There were big discrepancies in how the two groups rated their satisfaction with staff development and Region/Division support. There were also big differences in their satisfaction with their school campuses, and with the environment for learning created for them. In all cases, principals were more satisfied than teachers. This pattern of findings indicated that both teachers and principals viewed instructional support as the responsibility of administration, especially of the local administrator--the principal.

Superior teaching. Teachers felt that the inservices and instructional support offered by principals were both important ways of fostering superior teaching (on the importance scale, each was rated B). Principals agreed, but more strongly. They considered these to be very important sources of aid (rated A- and A, respectively). There was a basic disagreement between teachers and principals in how useful classroom visits by principals were.

Teachers regarded classroom visits as neither helpful nor a hindrance (C+), while principals considered these visits very helpful (A-).

Table 6.1

Quality of the Program: Comparisons of Parents' and Staffs' Opinions

Program Items	Parents		Classified Staff		Certificated Staff	
	Mean	Grade	Mean	Grade	Mean	Grade
The quality of the instructional program in the district	3.8	B	3.6	B-	3.4	C+
The district's instructional program meets the needs of students from diverse ethnic and racial backgrounds	3.8	B	3.5	B-	3.4	C+
The district's instructional program meets the needs of students with differing academic abilities	3.8	B	3.5	C+	3.2	C
The quality of the instructional program in your school	4.0	B	3.8	B	3.8	B
Books and instructional materials	3.9	B	--		3.5	B-
The way the school is administered			3.9	B	3.7	B-
Behavior of students	3.6	B-	3.1	C	3.2	C
Preparing students for jobs if they are not planning to go to college	3.6	B-	3.2	C	2.8	C
Preparing students for college	3.9	B	3.3	C+	3.3	C+

Note. Scores ranged from 1 to 5, with 5.0 = A, 4.0 = B, 3.0 = C, 2.0 = D, and 1.0 = F.

Table 6.2

Teaching Selected Skills: Comparisons of Parents' and Certificated Staffs' Importance Ratings

Selected Skills	Parents		Certificated Staff	
	Mean	Grade	Mean	Grade
Developing good work habits (the ability to organize thoughts, to concentrate, and to complete the task	4.5	A-	4.9	A
Thinking analytically	4.4	B+	4.7	A-
Speaking and writing correctly	4.6	A-	4.8	A
Making realistic plans for what to do after high school graduation	4.4	B+	4.5	A-
Appreciating and participating in the arts, music, literature, theater, etc.	3.9	B	4.4	B+

Note. Scores ranged from 1 to 5, with 5.0 = A, 4.0 = B, 3.0 = C, 2.0 = D, and 1.0 = F.

Table 6.3

Quality of the Program: Comparisons of Classroom Teachers' and Principals' Opinions

Program Item	Classroom Teachers		Principals	
	Mean	Grade	Mean	Grade
The quality of the instructional program in the district	3.6	B-	4.0	B
The district's instructional program meets the needs of students from diverse ethnic and racial backgrounds	3.5	C+	3.9	B
The district's instructional program meets the needs of students with differing academic abilities	3.2	C	3.8	B
The quality of the instructional program in your school	3.8	B	4.3	B+
Books and instructional materials	3.7	B-	4.2	B
The way the school is administered	3.7	B-	4.7	A-
Behavior of students	3.2	C	4.1	B
Preparing students for jobs if they are not planning to go to college	3.3	C+	3.9	B
Preparing students for college	3.7	B-	4.1	B

Note. Scores ranged from 1 to 5, with 5.0 = A, 4.0 = B, 3.0 = C. 2.0 =D, and 1.0 = F.

Table 6.4

Instructional Support: Comparisons of Classroom Teachers' and Principals' Opinions

Instructional Support	Classroom Teachers		Principals	
	Mean	Grade	Mean	Grade
Staff development activities offered by the District	3.3	C+	3.9	B
Instructional support provided by your Administrative Region/ Division office	3.2	C	4.2	B
Your principal as an instructional leader	3.8	B	4.7	A-
The usefulness of required record keeping	3.7	C-	3.2	C
The appearance of the school buildings and grounds	3.4	C+	4.0	B
The school environment encourages learning	3.3	C+	4.4	B+

Note. Scores ranged from 1 to 5, with 5.0 = A, 4.0 = B, 3.0 = C, 2.0 = D, and 1.0 = F.

CHAPTER VII

COMPARISON OF LAUSD BASIC ACTIVITIES SURVEYS WITH NATIONAL POLLS

Summary

Comparisons of the 1985 BAS with the 17th Annual Gallup/Phi Delta Kappa (PDK) and National Education Association (NEA) Polls indicated:

- LAUSD parents gave higher grades to the district's schools and to their children's schools than did public school parents nationally.
- Both LAUSD parents and public school parents in the national survey rated the school their children attended higher than the community or district schools.
- LAUSD parents rated the teaching in their children's school higher than did the parents in the national survey.
- Public school parents in the national survey identified the biggest school problems as:
    - lack of discipline
    - students' use of drugs
    - difficulty getting new teachers
    - poor curriculum.
- The biggest problems identified by LAUSD parents were:
    - parents' lack of interest
    - students' lack of interest
    - lack of discipline
    - lack of proper financial support.
- LAUSD certificated and classified staff to a greater degree than the general public, favored the idea of permitting four year old children to attend prekindergarten classes.

Gallup/Phi Delta Kappa and National Education Association Polls

In spring 1985, the Gallup Organization conducted two polls focused on education:

- The 17th Annual Gallup Poll of the "Public's Attitudes Toward the Public Schools" was funded and published by PDK.
- A telephone survey of "Attitudes Toward the Teaching Profession" was conducted for NEA.

The writers designed the surveys to provide information about the public's opinion of current educational issues. Several Gallup Poll questions resembled items in the LAUSD Basic Activities Surveys. Comparisons of similar items are discussed in this section.

LAUSD Parents vs. Gallup/Phi Delta Kappa Public School Parents

LAUSD parents are more positive about their schools and teachers than the national sample of public school parents. When rating the quality of community/district schools, 61% of LAUSD and only 52% of the national sample assigned "A" and "B" grades. Both samples rated the schools their children attended more favorably than they rated the community or district's schools. The sample scores were extremely close with LAUSD 72% and Gallup Poll 71% (Table 7.1).

Most LAUSD parents (74%) are pleased with their children's teachers. By comparison, 68% of the Gallup/Phi Delta Kappa Poll public school parents gave the teachers in their children's schools "A" or "B" grades.

Sixty-nine percent of the parents of LAUSD elementary school pupils and 65% of the parents of LAUSD high school students responded positively to a question concerning the amount of homework given. Overall, 67% of LAUSD parents felt the amount of homework assigned to pupils appeared appropriate. When the Gallup/Phi Delta Kappa Poll asked parents if students should be assigned more homework, 48% of the respondents felt elementary and 37% felt high school students received an apropriate amount of homework. In the national poll, 45% of the elementary and 49% of the high school parents felt children should be assigned more homework.

In the Gallup/Phi Delta Kappa Poll, public school parents specified the biggest problems with their community public schools were:

- Lack of discipline (25%)
- Students use of drugs (20%)
- Difficulty getting good teachers (12%)
- Poor curriculum (11%)

LAUSD parents indicated that lack of interest among parents (19%) and students (13%) were the biggest problems facing the school district. LAUSD parents agreed with the national survey (but not as strongly) that lack of discipline (8%) and students' use of drugs (10%) were large concerns (ranked 3rd and 4th). Parents in the national sample felt the difficulty obtaining good teachers (12%) and a poor curriculum (11%) were major problems (ranked 3rd and 4th). LAUSD parents, however, indicated these issues were not major concerns in this district. Less than 5% of the parents listed these as problems. Both samples indicated lack of financial support and large schools and overcrowding were major problems. Students' lack of interest appeared to be a unique LAUSD problem as LAUSD parents rated it number 2 and the nation's parents rated it number 8 (Table 7.2).

LAUSD Certificated and Classified Staff vs. Gallup/NEA Public Opinion Poll

The benefits of early childhood education have been debated in both public and educational sectors for the past 3 decades. Those most closely associated with education (certificated and classified staff) favor the idea of permitting 4 year old children to attend prekindergarten classes to a greater degree than the general public. Prekindergarten classes for 4 year old children was approved by 70% of the LAUSD certificated staff and 75% of the classified staff. Disapproval was indicated by 18% and 16% respectively. The public in the Gallup/NEA poll were almost evenly divided with 50% favoring and 47% opposing prekindergarten classes (Table 7.3).

Table 7.1

Comparison of LAUSD Parent Opinions with Parents in Gallup/PDK Survey

Item	Grade					
	A %	B %	C %	D %	F %	DK[a] %
Community Schools						
Gallup Poll: Quality of public schools in community	8	44	33	9	4	2 %
LAUSD BAS: Quality of the District's instructional program	19	42	26	4	2	7
School child attends						
Gallup Poll: Grade given school child attends	23	48	19	5	2	3
LAUSD BAS: Quality of instructional program in child's school	27	45	21	3	1	3
Teaching						
Gallup Poll: Grade for teachers in their child's school	22	46	21	5	2	4
LAUSD BAS: Teaching at their child's school	31	43	19	3	2	2

[a] DK = Don't Know

Table 7.2

Comparison of LAUSD Parent Opinions with Other Public School Parent Opinions About the Biggest Problems Facing Their Community Schools

Problem	Gallup/Phi Delta Kappa Poll	1985 LAUSD Basic Activities Survey
Lack of discipline	25	8 %
Students' use of drugs	20	10
Difficulty getting good teachers	12	4
Poor curriculum	11	2
Lack of proper financial support	9	8
Large schools overcrowding	7	7
Teachers' lack of interest	6	3
Students' lack of interest	4	13
Mismanagement of funds	4	1
There are no problems	4	5
Parents' lack of interest	3	19
Lack of needed teachers	3	1
Low teacher salaries	2	2
Lack of respect for teachers	2	3
Crime/vandalism	2	4
Fighting	2	2
Problems with administration	1	2
School board policies	1	1
Pupil dropout rate	--	2
Lack of public support	--	2

Table 7.3

Comparison of LAUSD Staff Opinions with the Gallup/NEA Poll About Permitting 4-Year Old Children to Attend Prekindergarten Classes

	Percentage of Responses		
Group	Positive	Negative	Neutral
	Favor	Oppose	Don't Know
NEA	50	47	3%
	Approve	Disapprove	Neither Approve Nor Disapprove
LAUSD Certificated Staff	70	18	23
LAUSD Certificated Staff	75	16	9

CHAPTER VIII

SUMMARY AND RECOMMENDATIONS

Summary

Certificated staff, classified staff, and parents rated their schools' programs more favorably than the district's programs. Parents rated the district program more highly than certificated or classified staff. Parents and certificated staff agreed on the importance of teaching general academic skills. Certificated staff and classified staff strongly approved upgraded standards for homework, attendance, and discipline; permitting young children to attend prekindergarten classes at age 4; and offering summer school atendance as an option to retention in elementary schools. Teachers were only moderately satisfied with the instructional support they received from administrators and the district/region.

In the certificated follow-up survey, staff viewed the strong curriculum and staff as the district's strengths. Staff dissatisfied with the district's program cited lack of classroom support from administrators, lack of adequate materials, and a narrowly focused curriculum as the major problems. The certificated staff felt the program would be improved with increased administrative and instructional support for teachers as well as reduced class sizes. Certificated staff judged most inservices they attended as effective (82%). The majority of the staff development sessions were school sponsored (56%) with 73% or more judged effective. Certificated staff preferred hands on inservices with direct classroom applications related to their subject area. Certificated staff (74%) felt required to complete an excessive amount of paperwork. Grades and attendance records were viewed as the only essential record keeping activities. Surveys were viewed as unnecessary paperwork.

Classified staff indicated schools were effective in: keeping each student aware of his/her academic progress and acknowledging student accomplishments. Classified staff were least supportive of district staff development, student behavior, and preparation of non-college bound students for jobs. Parents approved of the way the district informed them of their children's progress. Parents most frequently chose "parents' lack of interest" as the greatest problem facing community schools.

Comparisons of the 1985 Parent BAS with the 17th Annual Gallup/Phi Delta Kappa and National Education Association Polls indicated, LAUSD parents gave higher grades to the district's schools and to their children's schools than public school parents nationally. Both LAUSD parents and public school parents in the national survey rated the school their children attended higher than the community or district schools. LAUSD parents rated the teaching in their children's schools higher than the parents in the national survey. LAUSD certificated and classified staff favored the idea of permitting four year old children to attend prekindergarten classes to a greater degree than the general public.

Recommendations

The following recommendations are suggested for continued district growth and improvement as a result of the opinions expressed by its staff and parents in the Basic Activities Surveys.

- Staff development activities for classified staff were poorly rated. Classified staff should be surveyed to determine their staff development needs, and classes presented to fulfill these needs. Staff development activities should be publicized so classified staff are aware of the classes offered and their purposes.

- The 1985 BAS indicated that parent, teacher, and student interest are major problems. Methods to increase interest, participation, and motivation are needed.

- Certificated staff expressed concern about effectively meeting the range of learning needs in their classes. Specifically, teachers requested supplies, access to new teaching ideas, and curriculum and materials for children with either extremely low or high ability. The need to teach more than the basics should be examined.

- The paradox of district staff describing their own school as good and the distict as only fair still exists. The need to inform staff about outstanding instructional efforts throughout district schools continues.

- New teachers were greatly dissatisfied with the mentor teacher program. The state requirements, purpose, goals and district implementation of the mentor teacher program should be examined. The program should be thoroughly evaluated and modified to provide maximum benefits for the district.

Appendix A

Table A

Certificated Staff Responses, Form W

Item	Median	N	Frequency and Percentage by Scale Position										
			F(1)		D(2)		C(3)		B(4)		A(5)		DK
			f	%	f	%	f	%	f	%	f	%	f
Staff development activities offered by the district (1984)*	3	3,197	247	8%	519	17%	943	30%	1,117	36%	277	9%	94
Instructional support provided by your Administrative Region/Division office	3	3,188	217	7	457	15	986	33	1,005	33	367	12	156
Your principal as an instructional leader (1984)*	4	3,174	246	8	310	10	539	17	956	31	1,058	34	65
The appearance of the school buildings and grounds	4	3,213	250	8	557	18	452	14	1,132	35	815	25	7
The usefulness of required record keeping (1984)*	3	3,195	492	16	862	27	738	24	827	26	213	7	63
The school environment encourages learning	4	3,204	194	6	513	16	616	19	1,296	41	573	18	12

Note. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = very satisfied, B = satisfied, C = neither satisfied nor dissatisfied, D = dissatisfied, F = very dissatisfied, and DK = don't know (not included in the percentages). Maximum N = 3,230. *Items included in previous Basic Activities Surveys (BAS).

Table B

Certificated Staff Responses: Excellent vs. Poor

Item	Median	N	F(1) f	F(1) %	D(2) f	D(2) %	C(3) f	C(3) %	B(4) f	B(4) %	A(5) f	A(5) %	DK f
District grade													
The quality of the instructional program in the district	4	3,200	84	3%	295	9%	1,058	34%	1,423	46%	232	8%	108
The district's instructional program meets the needs of students from diverse ethnic and racial backgrounds (1983)*	3	3,205	143	5	437	14	999	32	1,223	40	288	9	115
The district's instructional program meets the needs of students with differing academic abilities (1983)*	3	3,196	201	6	613	20	990	32	1,075	35	230	7	87
School grade													
The quality of the instructional program in your school	4	3,193	66	2	204	7	651	21	1,525	48	708	22	39
Books and instructional materials	4	3,208	135	4	398	13	843	27	1,301	41	485	15	46
The way the school is administered	4	3,197	234	7	305	10	576	18	1,130	36	934	29	18
Behavior of students	3	3,206	284	9	585	18	924	29	1,129	35	277	9	7
Preparing students for jobs if they are not planning to go to college (secondary staff only)	3	1,489	170	12	326	24	502	37	305	22	73	5	113
Preparing students for college (secondary only)	3	1,434	80	6	175	13	431	32	518	39	139	10	91

Note. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = excellent, B = good, C = fair, D = poor, F = very poor, and DK = don't know (not included in the percentages). Maximum N = 3,230.

*Items included in previous BAS surveys.

Table C

Certificated Staff Responses: Often vs. Seldom

Item	Median	N	F(1) f	F(1) %	D(2) f	D(2) %	C(3) f	C(3) %	B(4) f	B(4) %	A(5) f	A(5) %	DK f
			Frequency and Percentage by Scale Position										
Follow the continuum or course outline for your classes and/or grade level (1984)*	5	3,090	28	1%	66	2%	259	9%	1,139	38%	1,515	50%	83
Assign homework	5	3,080	48	2	76	2	261	9	703	23	1,920	64	72
Observe and/or discuss effective instructional techniques with other teachers (1984)*	4	3,122	46	2	183	6	691	22	1,143	37	1,014	33	45
Group students for instruction and regroup as needed to meet each student's needs, strengths, interests, and ways of learning	4	3,109	85	3	179	6	502	17	952	31	1,333	43	58

Note. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = frequently, B = often, C = occasionally, D = seldom, F = never, and DK = don't know (not included in the percentages). Maximum N = 3,230. *Items included in previous BAS.

Table D

Certificated Staff Responses: Approve vs. Disapprove

Item	Median	N	F(1) f	F(1) %	D(2) f	D(2) %	C(3) f	C(3) %	B(4) f	B(4) %	A(5) f	A(5) %	DK f
Upgraded standards (guidelines) for homework, attendance, and discipline (1984)*	5	3,174	31	1%	77	2%	260	8%	958	31%	1,809	58%	39
Permitting young children to attend prekindergarten classes at age 4	4	3,172	228	8	286	10	372	12	758	25	1,337	45	191
Permitting children to attend full-day Kindergarten classes	3	3,170	383	13	690	23	515	18	603	20	770	26	209
Offering summer school attendance as an option to retention (elementary staff only)	4	1,938	81	4	178	10	209	11	553	29	862	46	55

Frequency and Percentage by Scale Position (columns F(1) through DK)

Note. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = strongly approve, B = somewhat approve, C = neither approve nor disapprove, D = somewhat disapprove, F = strongly disapprove, and DK = don't know (not included in percentages). Maximum N = 3,230. *Item included in previous BAS.

Table E

Certificated Staff Responses: Important vs. Unimportant

Item	Median	N	Frequency and Percentage by Scale Position										
			F(1)		D(2)		C(3)		B(4)		A(5)		DK
			f	%	f	%	f	%	f	%	f	%	f
Important to superior teaching													
Inservice programs for teachers (1983, 1984)*	4	3,187	169	5%	182	6%	550	17%	1,251	40%	1,005	32%	30
Instructional support provided by the principal (1984)*	5	3,196	54	2	103	3	327	11	1,053	33	1,631	51	28
Classroom visitations by principal or other administrators (1983, 1984)*	4	3,192	198	6	351	11	828	26	1,079	34	710	23	26
Importance for students													
Developing good work habits (the ability to organize thoughts, to concentrate, and to complete the task)	5	3,203	1	0	4	0	38	1	261	8	2,896	91	3
Thinking analytically	5	3,192	2	0	12	0	75	2	661	21	2,436	77	6
Speaking and writing correctly	5	3,195	0	0	12	1	43	1	426	13	2,710	85	4
Making realistic plans for what to do after high school graduation	5	3,190	6	0	48	1	208	7	899	29	1,990	63	39
Appreciating and participating in the arts, music, literature, theater, etc.	5	3,197	12	0	33	1	231	7	1,171	37	1,734	55	16

Note. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = very important, B = important, C = neither important nor unimportant, D = unimportant, F = very unimportant, and DK = don't know (not included in the percentages). Maximum N = 3,230. *Items included in previous BAS.

Table F

Certificated Staff Responses: Effective vs. Ineffective

Item	Median	N	F(1) f	F(1) %	D(2) f	D(2) %	C(3) f	C(3) %	B(4) f	B(4) %	A(5) f	A(5) %	DK f
			Frequency and Percentage by Scale Position										
Keeping each student aware of his/her progress regarding expected academic performance (1984)*	4	3,151	27	1%	93	3%	328	10%	1,599	52%	1,034	34%	70
Finding ways to acknowledge student efforts and accomplishments in academic, personal, and social areas (1984)*	4	3,148	28	1	123	4	378	12	1,543	50	1,038	33	38
Providing instruction and practice in written expression	4	3,119	34	1	188	6	502	17	1,461	50	761	26	173

Note. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = very effective, B = effective, C = neither effective nor ineffective, D = ineffective, F = very ineffective, and DK = don't know. Maximum N = 3,230.

*Items included in previous BAS.

Table G

Certificated Responses About Public Schools

Item	f	Percentage
What do you think is the single biggest problem facing the public schools?		
Parents' lack of interest	608	19
Lack of money	189	6
Students' lack of interest	337	11
Lack of discipline	471	15
Problems with administration	108	3
Poor curriculum	17	1
Students' use of drugs	15	0
Low teacher salaries	385	12
Difficulty getting good teachers	166	5
Large schools/overcrowding	141	5
Teachers' lack of interest	21	1
Lack of respect for teachers	200	6
Lack of public support	155	5
School board policies	41	1
Mismanagement of funds	29	1
Lack of needed teachers	24	1
Crime/vandalism	21	1
Fighting	1	0
Pupil dropout rate	30	1
There are no problems	5	0
Other	178	6

Note. Instructions asked respondents to check one item.

Maximum N = 3,230.

Table H

Classified Staff Responses: Satisfied vs. Dissatisfied

Item	Median	N	Frequency and Percentage by Scale Position										
			F(1)		D(2)		C(3)		B(4)		A(5)		DK
			f	%	f	%	f	%	f	%	f	%	f
The district's emphasis on basic skills (1983, 1984)*	4	1,788	41	2%	164	10%	328	20%	852	52%	260	16%	143
Staff development activities offered by the district (1984)*	4	1,786	74	5	206	13	433	28	652	42	191	12	230
The extent to which your principal has adequately communicated to you what is expected of you (1984)*	4	1,799	90	5	136	8	267	15	645	37	600	35	61
The appearance of the school buildings and grounds (1984)	4	1,811	92	5	194	11	224	13	776	43	506	28	19
The usefulness of required record keeping	4	1,774	45	3	128	8	315	19	804	50	321	20	161
The school environment encourages learning	4	1,800	59	4	176	10	343	20	737	43	398	23	87

Note. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = very satisfied, B = satisfied, C = neither satisfied nor dissatisfied, D = dissatisfied, F = very dissatisfied, and DK = don't know (not included in percentages). Maximum N = 1,849. *Item included in previous BAS.

Table I

Classified Staff Responses: Report Card Grades

			Frequency and Percentage by Scale Position										
Item	Median	N	F(1)		D(2)		C(3)		B(4)		A(5)		DK
			f	%	f	%	f	%	f	%	f	%	f
District grade													
The quality of the instructional program in the district	4.0	1,796	32	2%	125	8%	505	31%	764	47%	185	12%	185
The district's instructional program meets the needs of students from diverse ethnic and racial backgrounds (1983)*	4.0	1,790	65	4	172	11	475	29	670	42	228	14	180
The district's instructional program meets the needs of students with differing academic abilities (1983)*	4.0	1,781	59	4	208	13	472	29	655	41	205	13	182
School grade													
The quality of the instructional program in your school	4.0	1,786	26	1	99	6	377	23	796	48	371	22	117
The way the school is administered	4.0	1,800	73	4	124	7	336	19	675	39	538	31	54
Behavior of students	3.0	1,809	170	10	267	15	590	33	650	36	104	6	28
Preparing students for jobs if they are not planning to go to college (Secondary only)	3.0	842	61	10	102	16	167	27	229	36	68	11	215
Preparing students for college (Secondary only)	3.5	797	49	8	90	15	157	27	219	37	77	13	205

Note. Instructions asked respondents to grade each item with A-B-C-D-F. Parents used the scale: A = excellent, B = good, C = fair, D = poor, F = very poor, and DK = don't know (not included in percentages). Maximum N = 1,849. *Items included in previous BAS.

Table J

Classified Staff Responses: Approve vs. Disapprove

Item	Median	N	F(1) f	F(1) %	D(2) f	D(2) %	C(3) f	C(3) %	B(4) f	B(4) %	A(5) f	A(5) %	DK f
			Frequency and Percentage by Scale Position										
Upgraded standards (guidelines) for homework, attendance, and discipline (1984)*	4	1,792	40	2%	79	5%	194	12%	592	36%	757	45%	130
Permitting young children to attend prekindergarten classes at age 4	4	1,807	95	6	167	10	165	9	474	27	820	48	86
Permitting children to attend full-day kindergarten classes	3	1,795	148	9	415	24	292	17	406	24	445	26	89
Offering summer school attendance as an option to retention (Elementary staff only)	4	1,421	44	3	111	8	145	11	475	36	563	42	83

Note. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale used: A = strongly approve, B = somewhat approve, C = neither approve nor disapprove, D = somewhat disapprove, F = strongly disapprove, and DK = don't know (not included in the percentages). Maximum N = 1,849. *Item included in previous BAS.

Table K

Classified Staff Responses: Important vs. Unimportant

Item	Median	N	Frequency and Percentage by Scale Position										
			F(1)		D(2)		C(3)		B(4)		A(5)		DK
			f	%	f	%	f	%	f	%	f	%	f
Importance to superior teaching													
Instructional materials (1984)*	5	1,786	10	1%	11	1%	74	4%	511	30%	1,109	64%	71
Homework assignments (1984)*	5	1,801	16	1	13	1	78	4	579	33	1,049	61	66
Teachers' attitudes toward students (1984)*	5	1,803	21	1	12	1	54	3	286	16	1,371	79	59
Inservice programs for teachers (1984)*	5	1,787	13	1	30	2	145	8	629	38	849	51	121
Instructional support provided by the principal (1984)*	5	1,783	24	1	17	1	100	6	428	25	1,136	67	78
Importance to district's instructional program													
Providing support to the instructional program (1983, 1984)*	5	1,781	16	1	26	1	112	7	602	36	932	55	93
Maintaining a good environment (1983, 1984)*	5	1,793	14	1	11	1	74	4	537	30	1,115	64	42
Setting standards of good behavior (1983, 1984)*	5	1,797	19	1	11	1	62	3	394	23	1,266	72	45
Providing support to students (1983, 1984)*	5	1,790	14	1	15	1	69	4	421	24	1,228	70	43

Note. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale was used: A = very important, B = important, C = neither important nor unimportant, D = unimportant, F = very unimportant, and DK = don't know (not included in percentages. Maximum _N_ = 1,849. *Items included in previous BAS.

Table L

Classified Staff Responses: Effective vs. Ineffective

Item	Median	N	F(1) f	F(1) %	D(2) f	D(2) %	C(3) f	C(3) %	B(4) f	B(4) %	A(5) f	A(5) %	DK f
			Frequency and Percentage by Scale Position										
Keeping each student aware of his/her progress regarding academic performance (1984)*		1,728	25	2%	80	5%	223	14%	755	48%	486	31%	159
Finding ways to acknowledge student efforts and accomplishments in academic, personal, and social areas (1984)*		1,700	31	2	77	5	225	15	742	48	461	30	164

Note. Instructions asked respondents to grade each item with A-B-C-D-F. The following scale used: A = very effective, B = somewhat effective, C = neither effective nor ineffective, D = somewhat ineffective, F = very ineffective, and DK = don't know (not included in percentages). Maximum N = 1,849. *Items included in previous BAS.

Table M

Classified Staff Responses About Public Schools

Item	f	Percentage
What is the single biggest problem facing the schools in your community?		
Parents' lack of interest	593	33
Lack of money	143	8
Students' lack of interest	157	9
Lack of discipline	221	12
Problems with administration	41	2
Poor curriculum	10	1
Students' use of drugs	51	3
Low teacher salaries	24	1
Difficulty getting good teachers	110	6
Large schools/overcrowding	81	4
Teachers' lack of interest	303	17
Lack of respect for teachers	17	1
Lack of public support	12	1
School board policies	3	0
Mismanagement of funds	9	0
Lack of needed teachers	1	0
Crime/vandalism	13	1
Fighting	2	1
Pupil dropout rate	5	0
There are no problems	4	0
Other	6	0

Note. Instructions asked respondents to check one item in each section.

Maximum N = 1,849.

Table N

Parent Responses: Good vs. Poor

Item	Median	N	F(1) f	F(1) %	D(2) f	D(2) %	C(3) f	C(3) %	B(4) f	B(4) %	A(5) f	A(5) %	DK f
District grade													
The way the district's instructional program meets the needs of students from diverse ethnic and racial backgrounds	4	10,078	155	2%	345	4%	2,367	26%	4,090	46%	1,982	22%	1,139
The way the district's instructional program meets the needs of students with differing academic abilities	4	10,076	173	2	452	5	2,360	25	4,211	46	2,058	22	822
The district's requirements for a student to get a high school diploma (1983)*	4	10,018	165	2	341	4	1,737	19	3,527	40	3,080	35	1,168
The district's current emphasis on learning basic skills (reading, writing, English, and mathematics) (1983, 1984)*	4	10,070	155	2	390	4	1,891	19	3,894	40	3,478	35	262
The quality of the instructional program in the district (1984)*	4	9,879	189	2	448	5	2,553	28	4,122	45	1,897	20	670
School grade													
The quality of the instructional program in your child's school.	4	10,058	119	1	336	4	2,083	21	4,528	46	2,717	28	275
The amount of homework given (1983, 1984)	4	10,133	250	3	639	6	2,388	24	4,040	40	2,671	27	145
The help your child gets in learning English (if you speak another language at home) (1983, 1984)*	4	8,860	150	2	300	4	1,418	19	2,911	39	2,739	36	1,342
The amount of information you get about your child's progress in school (notes, report cards, conferences, and phone calls) (1983, 1984)	4	10,132	228	2	502	5	1,799	18	3,556	36	3,914	39	133
The teaching at your child's school (1983, 1984)*	4	10,051	148	1	341	4	1,906	19	4,328	44	3,132	32	196
Preparing students for jobs if they are not planning to go to college (1984)*	4	9,810	386	6	692	10	1,941	28	2,500	36	1,379	20	2,912
The availability of teachers for conferences to discuss your child's school progress (1984)*	4	10,133	187	2	383	4	1,894	20	3,829	40	3,274	34	566
The information provided on school report cards about your child's academic achievement, work habits, and citizenship (1984)*	4	10,108	113	1	294	3	1,642	17	4,116	42	3,648	37	295
Preparing students for college	4	9,867	203	3	483	6	1,800	23	3,025	39	2,273	29	2,083
Books and instructional materials	4	10,089	181	2	405	4	2,006	21	4,342	45	2,770	29	385
Behavior of students (1984)*	4	10,131	444	5	715	7	3,050	32	3,670	39	1,644	17	608

Note. Instructions ask respondents to grade each item with A-B-C-D-F-DK. Parents used the scale: A = excellent, B = good, C = fair, D = poor, F = very poor, and DK = don't know. Maximum N = 10,500. *Items included in previous BAS.

Table 0

Parent Responses: Important vs. Unimportant

			Frequency and Percentage by Scale Position										
			F(1)		D(2)		C(3)		B(4)		A(5)		DK
Item	Median	N	f	%	f	%	f	%	f	%	f	%	f
Developing good work habits (the ability to organize thoughts, to concentrate, and to complete the task	5	10,189	44	0%	97	1%	657	7%	2,821	28%	6,380	64%	190
Thinking analytically (logically)	5	10,089	52	0	145	2	861	9	3,794	39	4,914	50	323
Speaking and writing correctly	5	10,105	64	1	128	1	652	6	2,462	25	6,716	67	83
Making realistic plans for what to do after high school graduation	5	10,089	55	0	167	2	782	8	2,991	32	5,419	58	675
Appreciating and participating in the arts, music, literature, theater, etc	4	10,086	110	1	296	3	2,093	22	4,201	43	3,003	31	383
Permitting children to attend full-day kindergarten classes	4	9,873	263	3	610	7	1,995	23	3,048	36	2,623	31	1,334
Using letter grades on report cards to measure progress in grades K-2	4	9,962	250	3	582	6	1,817	21	3,550	40	2,617	30	1,146
Using letter grades on report cards to measure progress in grades 3-6	4	9,942	121	1	289	3	1,280	14	3,995	44	3,420	38	837
Retaining pupils in grades K-2 for another year	4	9,790	473	6	749	9	1,847	24	2,941	38	1,814	23	1,966
Retaining pupils in grades 3-6 for another year	4	9,772	419	5	646	8	1,673	21	3,138	40	1,947	25	1,949

Note. Instructions asked respondents to grade each item with A-B-C-D-F-DK. Parents used this scale: A = very important, B = important, C = neither important nor unimportant, D = unimportant, F = very unimportant, and DK = don't know. Maximum *N* = 10,500.

Table P

Parent Responses About Community and District Schools

Item	f	Percentage
What do you think is the single biggest problem facing the schools in your community? (1984)*		
Parents' lack of interest*	1,842	19%
Lack of money*	818	8
Students' lack of interest*	1,224	13
Lack of discipline*	618	6
Problems with administration	155	2
Poor curriculum*	177	2
Students' use of drugs*	970	10
Low teacher salaries	256	3
Difficulty getting good teachers	424	4
Large schools/overcrowding*	721	7
Teacher's lack of interest*	274	3
Lack of respect for teachers	309	3
Lack of public support	188	2
School board policies*	95	1
Mismanagement of funds*	84	1
Lack of needed teachers*	102	1
Crime/vandalism	368	4
Fighting	175	2
Pupil dropout rate	244	2
There are no problems*	528	5
Other	240	2
What do you think is the single best part of the schools in your community? (1984)*		
Quality of education	2,877	30
Teachers	1,386	14
Curriculum	929	10
Communication with parents	1,238	13
Discipline	517	5
Location	1,106	11
Variety of programs	923	10
Extracurricular activities	481	5
Other	149	2

Note. Instructions asked respondents to check one item in each section.

Maximum N = 10,500. *Items included in previous BAS.

Table Q

Parent Responses: Satisfied vs. Dissatisfied

			Frequency and Percentage by Scale Position										
			F(1)		D(2)		C(3)		B(4)		A(5)		DK
Item	Median	N	f	%	f	%	f	%	f	%	f	%	f
The appearance of the school buildings and grounds	4	9,958	209	2%	368	4%	1,392	14%	4,924	51%	2,855	29%	210
The school environment encourages learning	4	9,884	237	3	494	5	1,615	17	4,524	47	2,687	28	327

Note. Instructions asked respondents to grade each item with A-B-C-D-F-DK. Parents used this scale: A = very satisfied, B = satisfied, C = neither satisfied nor dissatisfied, D = dissatisfied, F = very dissatisfied, and DK = don't know.

Maximum N = 10,500.

Appendix B

APPENDIX B

Sample Selection

A stratified random sample of schools provided participants for the certificated and classified surveys. To draw the stratified random sample, first the population (LAUSD's schools) was divided into strata (groups) and then the elements (schools) within each stratum were randomly sampled. Each stratum was proportionately represented in the sample.

Selecting the certificated BAS sample involved the following steps: (a) preparing a list of the district's certificated staff by school type and region, (b) determining the sample size needed to achieve a specific statistical confidence level, (c) determining the proportion and number of sample participants falling into each stratum, and (d) randomly selecting schools within each stratum until the predetermined sample size (quota) was reached.

Tables A, B, and C illustrate the steps taken to construct the certificated BAS sample. Table A shows the distribution of the district's 25,347 certificated staff across the six types of schools. Apportionment for the certificated survey was determined by multiplying the percentage of the total district staff by the target number of 3,557. Table B contains the number and percentage of district schools stratified by administrative region and division. In Table C the projected numbers of certificated staff for each of the strata are listed.

Schools within each stratum were randomly selected and placed in the sample until the projected number of certificated staff for each stratum was reached. The 1985 certificated BAS sample contained 146 schools; 62 of these schools also participated in the 1984 BAS (Tables D and E). Including these subsample participants in two successive surveys allowed follow up comparisons. Half of the subsample schools completed the 1985 rating scale

BAS. The other half completed the follow-up, open-ended questionnaire. The total sample included schools from all eight regions (geographic areas), levels (prekindergarten through grade 12), and types (schools of choice, elementary, junior high, senior high, opportunity, special education, and continuation).

The classified sample included all classified staff in schools selected for the certificated survey. The projected classified sample size was 3,236 (Table F). For the 1985 Parent BAS, a target number of 35,000 was selected. Parent survey apportionment was based on the pupil distribution.

From the certificated sample, one school of choice, one junior high school, and two elementary schools were randomly chosen from each region to participate in the parent survey. Special education, senior high, senior high magnet, opportunity, and continuation schools were randomly selected from the certificated sample until the apportionment number was reached. A total of 43 schools participated in the parent survey.

Sample Size and Sampling Error

When conducting a survey, the only way researchers can be 100% confident that survey findings actually represent the views of the population is to survey that population in its entirety. This is often difficult or impractical. Instead, researchers select a sample and confidence levels that indicate the probability that responses from the selected sample fall within the statistical confidence limits and therefore represent the total population. Generally, the higher the confidence level, the larger the sample size will be. A 99% confidence level with 2% sampling error was selected. This means the researcher is 99% confident the sample responses fall within plus or minus 2% of the total population's responses.

With a certificated population of 25,347, 3,557 forms were needed for a 99% confidence level with 2% sampling error. Only 3,230 forms were returned, however, leaving the confidence level at 99% but increasing the sampling error to 3%.

The parent sample of 10,500 from a 560,264 population far exceeded the number needed for a sampling error of 99% with 2% permissible error.

Table R

Apportionment of Certificated Staff Sample by School Type

School Type	Distribution[a] of District Certificated Staff	Percentage of Total District Staff	Apportionment[b] for Certificated Survey
Schools of Choice[c]	964	4%	142
Elementary	12,485	49	1,743
Junior High	5,624	22	783
Senior/Opportunity HS	5,608	22	782
Continuation HS	171	01	36
Special Education	495	02	71
Total	25,347	100	3,557

Note. Number of district personnel indicates full-time certificated staff.

[a] Data provided by *Racial and Ethnic Survey, Fall 1984.* [b] A population of 25,000 requires a sample of 3,557 for 99% confidence level with 2% permissible error.

[c] Schools of Choice include alternative schools and magnet schools/centers.

Table S

Number and Percentage of District Schools by Type and by Region

Group	Schools of[a] Choice		Elementary		Junior High		Senior High & Opportunity		Continuation		Special Education		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Administrative Region														
A	7	8%	51	12%	9	12%							67	10%
B	5	6	37	9	6	8							48	7
C	5	6	43	11	8	11							56	8
D	16	19	61	15	12	17							89	13
E	7	8	67	16	12	17							86	12
F	12	14	60	15	14	19							86	12
G	6	7	46	11	6	8							58	8
H	3	4	45	11	6	8							54	8
Division														
Sr. High	24	28%[b]					61	59%	43	41%			128	19
Spec. Educ.											18	100%	18	3
Total	85		410		73		61		43		18		690	100%

Note . Schools in the two divisions are not divided by region.

[a] Schools of Choice include alternative and magnet schools/centers. [b] Represents a percentage of the Schools of Choice.

Table T

Projected Number of Certificated Staff Sampled in Survey

Group	Staff Sample, by School Type					
	Schools of Choice	Elementary	Junior High	Senior High & Opportunity	Continuation	Special Education
Administrative Region						
A	11	209	94			
B	9	157	63			
C	9	192	86			
D	27	261	133			
E	11	279	133			
F	20	261	148			
G	10	192	63			
H	5	192	63			
Division						
Sr. High	40			782	36	
Spec. Educ.						71
Total	142	1,743	783	782	36	71

Note. Schools of Choice include alternative and magnet schools/centers.

Table U

Certificated and Classified Survey Sample Schools 1984-85 Summary

School Type	Schools Included in 1983-84 Sample	Total Number[a] of 1984-85 Sample Schools	Number of[b] 1984-85 Subsample Schools
Schools of Choice	5	19	5
Elementary	23	66	16
Junior High	0	11	4
Senior High & Opportunity	2	10	3
Continuation	0	6	2
Special Education	1	3	1
Total	31	115	31

Note. Schools of Choice include alternative schools and magnet schools/centers. [a]Certificated and Classified staff completed 1985 BAS Form W or Form X. [b] A Subsample of 1983-84 BAS certificated staff completed a follow-up survey.

Table V

Number of Schools in Certificated and Classified Survey Sample, by Type and by Region

	School Type						
Group	Schools of Choice	Elementary	Junior High	Senior High & Opportunity	Continuation	Special Education	Total
Administrative Regions							
A	2	8	1				11
B	3	4	1				8
C	2	6	1				9
D	3	11	2				16
E	2	13	2				17
F	1	13	2				16
G	1	7	1				9
H	1	4	1				5
Division							
Sr. High	4			10	6		20
Spec. Educ.						3	3
Total	19	66	11	10	6	3	115

Note. Schools of Choice include both alternative schools, and magnet schools/centers.

Table W

Number of Full and Part-time Classified Staff in 1984-85 Survey Sample, by School Type

	School Type					
Group	Schools of Choice	Elementary	Junior High	Senior High & Opportunity	Continuation	Special Education
Administrative Regions						
A	7	216	42			
B	5	252	54			
C	2	214	68			
D	23	326	108			
E	2	222	78			
F	3	171	81			
G	1	311	87			
H	2	233	78			
Division						
Sr. High	7			449	29	
Spec. Educ.						165
Total	52	1,945	596	449	29	165

Note. Schools of Choice include alternative schools and magnet schools/centers.

Appendix C

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

SURVEY OF CERTIFICATED STAFF
Spring 1985

This is the third annual Basic Activities Survey conducted by the Research and Evaluation Branch of the Los Angeles Unified School District. The survey is designed to assess your opinions regarding the district's instructional program. A similar survey is also sent to a sample of classified staff and parents.

Do not write your name. Your responses are anonymous. Please respond to all items. Place your completed form in the envelope provided. Give the sealed envelope to the school's Survey Coordinator for return to the Research and Evaluation Branch.

Use this scale for the next 6 items.

Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Don't Know
A	B	C	D	F	DK

Please circle the letter that shows how satisfied you are with the following:

Staff development activities offered by the district . . .	A	B	C	D	F	DK
Instructional support provided by your Administrative Region/Division office	A	B	C	D	F	DK
Your principal as an instructional leader.	A	B	C	D	F	DK
The appearance of the school buildings and grounds	A	B	C	D	F	DK
The usefulness of required record keeping.	A	B	C	D	F	DK
The school environment encourages learning	A	B	C	D	F	DK

Use this scale for the next 9 items.

Excellent	Good	Fair	Poor	Very Poor	Don't Know
A	B	C	D	F	DK

Please circle the letter that shows your grade for the following:

The quality of the instructional program in the district .	A	B	C	D	F	DK
The district's instructional program meets the needs of students from diverse ethnic and racial backgrounds. . . .	A	B	C	D	F	DK
The district's instructional program meets the needs of students with differing academic abilities	A	B	C	D	F	DK

Please grade your school for each of the following:

The quality of the instructional program in your school. .	A	B	C	D	F	DK
Books and instructional materials.	A	B	C	D	F	DK
The way the school is administered	A	B	C	D	F	DK
Behavior of students	A	B	C	D	F	DK
Secondary staff only: Preparing students for jobs if they are not planning to go to college	A	B	C	D	F	DK
Secondary staff only: Preparing students for college	A	B	C	D	F	DK

Use this scale for the next 4 items.

Frequently	Often	Occasionally	Seldom	Never	Don't Know
A	B	C	D	F	DK

Please circle the letter that shows how often you perform these tasks:

Follow the continuum or course outline for your classes and/or grade level.	A	B	C	D	F	DK
Assign homework	A	B	C	D	F	DK
Observe and/or discuss effective instructional techniques with other teachers.	A	B	C	D	F	DK
Group students for instruction and regroup as needed to meet each student's needs, strengths, interests, and ways of learning	A	B	C	D	F	DK

Use this scale for the next 4 items.

Strongly Approve	Approve	Neither Approve nor Disapprove	Disapprove	Strongly Disapprove	Don't Know
A	B	C	D	F	DK

Please circle the letter that shows how strongly you approve the following:

Upgraded standards (guidelines) for homework, attendance, and discipline	A	B	C	D	F	DK

If the instructional program were changed, how would you feel about the following changes?

Permitting young children to attend prekindergarten classes at age 4	A	B	C	D	F	DK
Permitting children to attend full-day kindergarten classes	A	B	C	D	F	DK
Elementary staff only: Offering summer school attendance as an option to retention	A	B	C	D	F	DK

Use this scale for the next 8 items.

Very Important	Important	Neither Important nor Unimportant	Unimportant	Very Unimportant	Don't Know
A	B	C	D	F	DK

Circle the letter that shows how important the following are to superior teaching:

Inservice programs for teachers	A	B	C	D	F	DK
Instructional support provided by the principal	A	B	C	D	F	DK
Classroom visitations by principal or other administrators.	A	B	C	D	F	DK

Circle the letter that shows how important the following are for students:

Developing good work habits (the ability to organize thoughts, to concentrate, and to complete the task) . . .	A	B	C	D	F	DK
Thinking analytically	A	B	C	D	F	DK
Speaking and writing correctly.	A	B	C	D	F	DK
Making realistic plans for what to do after high school graduation	A	B	C	D	F	DK
Appreciating and participating in the arts, music, literature, theater, etc.	A	B	C	D	F	DK

If you have additional comments on any instructional aspect of the school that you were not asked about in the survey, use the space below.

Use this scale for the next 3 items.

Very Effective	Effective	Neither Effective nor Ineffective	Ineffective	Very Ineffective	Don't Know
A	B	C	D	F	DK

Please circle the letter that shows how effective your school program is in:

Keeping each student aware of his/her progress regarding expected academic performance	A	B	C	D	F	DK
Finding ways to acknowledge student efforts and accomplishments in academic, personal, and social areas .	A	B	C	D	F	DK
Providing instruction and practice in written expression.	A	B	C	D	F	DK

What is the single biggest problem facing the public schools? Check one.

Parents' lack of interest ____
Lack of money ____
Students' lack of interest ____
Lack of discipline ____
Problems with administration ____
Poor curriculum ____
Students' use of drugs ____
Low teacher salaries ____
Difficulty getting good teachers ____
Large schools/overcrowding ____

Teachers' lack of interest ____
Lack of respect for teachers ____
Lack of public support ____
School board policies ____
Mismanagement of funds ____
Lack of needed teachers ____
Crime/vandalism ____
Fighting ____
Pupil dropout rate ____
There are no problems ____
Other: ____________________

Mark the Administrative Region or Division in which you work.

A____ C____ E____ G____ Senior High ____
B____ D____ F____ H____ Special Education____

Mark the grades taught in your school.

Pre K __ K __ 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ 9 __ 10 __ 11 __ 12 __ Ungraded __

Mark the grade(s) you teach.

Pre K __ K __ 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ 9 __ 10 __ 11 __ 12 __ Ungraded __

Mark the type of school in which you teach.

Elementary____ Junior High____ Senior High____

Mark the kind of school in which you teach.

Regular ____ Continuation____ Opportunity ____
Year-Round____ Magnet ____ Special Education____

Check YRS schedule:

45/15____ 90/30____ 60/20____ Concept 6____ Concept 6 Modified____

Check the position that best describes your job.

Classroom teacher ____
Special education teacher ____
Counselor ____
Other nonclassroom certificated position____

Principal ____
Other school administrator____
Coordinator (nonclassroom)____

Check how many years of full-time contracted professional experience you have had in LAUSD or any district, including this year.

Less than 3 years____ 11 to 20 years____ 31 years or more____
3 to 10 years ____ 21 to 30 years____

Check how long you have taught at your present school.

Less than 1 year ____ 6 to 10 years ____ 21 years or more ____
1 to 5 years ____ 11 to 20 years ____

THANK YOU FOR YOUR PARTICIPATION.

Form W

4/85

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

SURVEY OF CERTIFICATED STAFF
Spring 1985

This questionnaire is part of the third annual Basic Activities Survey conducted by the Research and Evaluation Branch of the Los Angeles Unified School District. The survey is designed to assess your opinions regarding the district's instructional program.

Do not write your name. Your responses are anonymous. Please respond to all items pertaining to your assignment. Place your completed form in the envelope provided. Give the sealed envelope to your school's Survey Coordinator for return to the Research and Evaluation Branch.

Please write your responses to the following questions in the spaces provided.

1. Are you satisfied with the quality of the instructional program in the district?
Yes _____ No _____

2. Explain why.
____
____
____

3. How can the instructional program in the district be improved?
____
____
____

4. Have you attended any staff development sessions this school year?
Yes _____ No _____

5. If yes, list the topic(s) discussed.	Was this session effective, (e.g., interesting, informative, and useful)?	Was this session sponsored by the school, region, or district? (Specify one.)
a. ____________	a. Yes ___ No ___	a. ____________
b. ____________	b. Yes ___ No ___	b. ____________
c. ____________	c. Yes ___ No ___	c. ____________
d. ____________	d. Yes ___ No ___	d. ____________

6. What types of staff development activities do you feel are effective, e.g., hold your interest, teach/inform, and prove useful?
____
____
____
____

7. What types of staff development programs (topics) would you like provided for certificated staff?
____
____
____
____

8. Do you feel you are required to do an excessive amount of record keeping?

Yes _____ No _____

9. How much of your time is spent on record keeping each week? (Round to the closest whole hour.)

1/2 hour or less _____
1-2 hours _____
3-4 hours _____
5-6 hours _____
7-8 hours _____
9-10 hours _____
more than 10 hours _____

10. Which of your record keeping activities do you feel are useful or necessary for instruction or school organization?

____
____
____
____

11. Which of your record keeping activities do you feel should be eliminated?

____
____
____
____

Questions 12-14 are for first-year teachers only:

12. Are you satisfied with the mentor teacher program?

Yes _____ No _____

13. Explain why.

____
____
____
____

14. How can the mentor teacher program be improved?

____
____
____
____

Mark the Administrative Region or Division in which you work.

A____ C____ E____ G____ Senior High ____
B____ D____ F____ H____ Special Education____

Mark the grades taught in your school.

Pre K __ K __ 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ 9 __ 10 __ 11 __ 12 __ Ungraded __

Mark the grade(s) you teach.

Pre K __ K __ 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ 9 __ 10 __ 11 __ 12 __ Ungraded __

Mark the type of school in which you teach.

Elementary____ Junior High____ Senior High____

Mark the kind of school in which you teach.

Regular ____ Continuation____ Opportunity ____
Year-Round____ Magnet ____ Special Education____

Check YRS schedule:

45/15____ 90/30____ 60/20____ Concept 6____ Concept 6 Modified____

Check the position that best describes your job.

Classroom teacher ____
Special education teacher ____
Counselor ____
Other nonclassroom certificated position____
Principal ____
Other school administrator____
Coordinator (nonclassroom)____

Check how many years of full-time contracted professional experience you have had in LAUSD or any district, including this year.

Less than 3 years____ 11 to 20 years____ 31 years or more ____
3 to 10 years ____ 21 to 30 years____

Check how long you have taught at your present school.

Less than 1 year ____ 6 to 10 years ____ 21 years or more ____
1 to 5 years ____ 11 to 20 years ____

If you have additional comments on the instructional program, please use the space below.

____
____
____

THANK YOU FOR YOUR PARTICIPATION.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

SURVEY OF CLASSIFIED STAFF
Spring 1985

This is the third annual Basic Activities Survey conducted by the Research and Evaluation Branch of the Los Angeles Unified School District. The survey is designed to assess your opinions regarding the district's instructional program. A similar survey is also sent to a sample of certificated staff and parents.

Do not write your name. Your responses are anonymous. Please respond to all items. Place your completed form in the envelope provided. Give the sealed envelope to the school's Survey Coordinator for return to the Reseach and Evaluation Branch.

Use this scale for the next 6 items.

Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Don't Know
A	B	C	D	F	DK

Please circle the letter that shows how satisfied you are with the following:

The district's emphasis on basic skills.	A	B	C	D	F	DK
Staff development activities offered by the district . . .	A	B	C	D	F	DK
The extent to which your principal has adequately communicated to you what is expected of you.	A	B	C	D	F	DK
The appearance of the school buildings and grounds	A	B	C	D	F	DK
The usefulness of required record keeping.	A	B	C	D	F	DK
The school environment encourages learning	A	B	C	D	F	DK

Use this scale for the next 8 items.

Excellent	Good	Fair	Poor	Very Poor	Don't Know
A	B	C	D	F	DK

Please circle the letter that shows your grade for the following:

The quality of the instructional program in the district .	A	B	C	D	F	DK
The district's instructional program meets the needs of students from diverse ethnic and racial backgrounds. . . .	A	B	C	D	F	DK
The district's instructional program meets the needs of students with differing academic abilities	A	B	C	D	F	DK

Please grade your school for each of the following.

The quality of the instructional program in your school. .	A	B	C	D	F	DK
The way the school is administered	A	B	C	D	F	DK
Behavior of students	A	B	C	D	F	DK
Secondary staff only: Preparing students for jobs if they are not planning to go to college	A	B	C	D	F	DK
Secondary staff only: Preparing students for college	A	B	C	D	F	DK

Use this scale for the next 4 items.

Strongly Approve	Approve	Neither Approve nor Disapprove	Disapprove	Strongly Disapprove	Don't Know
A	B	C	D	F	DK

Please circle the letter that shows how strongly you approve the following:

Upgraded standards (guidelines) for homework, attendance, and discipline	A	B	C	D	F	DK

If the instructional program were changed, how would you feel about the following changes?

Permitting young children to attend prekindergarten classes at age 4	A	B	C	D	F	DK
Permitting children to attend full-day kindergarten classes	A	B	C	D	F	DK
Elementary staff only: Offering summer school attendance as an option to retention	A	B	C	D	F	DK

Use this scale for the next 9 items.

Very Important	Important	Neither Important nor Unimportant	Unimportant	Very Unimportant	Don't Know
A	B	C	D	F	DK

Circle the letter that shows how important the following are to superior teaching:

Instructional materials	A	B	C	D	F	DK
Homework assignments.	A	B	C	D	F	DK
Teachers' attitudes toward students	A	B	C	D	F	DK
Inservice programs for teachers	A	B	C	D	F	DK
Instructional support provided by the principal	A	B	C	D	F	DK

Please circle the letter that shows how important the following are to your role in the district's instructional program:

Providing support to the instructional program	A	B	C	D	F	DK
Maintaining a good environment	A	B	C	D	F	DK
Setting standards of good behavior	A	B	C	D	F	DK
Providing support to students.	A	B	C	D	F	DK

(Over)

Use this scale for the next 2 items.

Very Effective A	Effective B	Neither Effective nor Ineffective C	Ineffective D	Very Ineffective F	Don't Know DK

Please circle the letter that shows how effective your school program is in:

Keeping each student aware of his/her progress regarding expected academic performance . . . . A B C D F DK

Finding ways to acknowledge student efforts and accomplishments in academic, personal, and social areas . . A B C D F DK

What is the single biggest problem facing the public schools? Check one.

Parents' lack of interest _____
Lack of money _____
Students' lack of interest _____
Lack of discipline _____
Problems with administration _____
Poor curriculum _____
Students' use of drugs _____
Low teacher salaries _____
Difficulty getting good teachers_____
Large schools/overcrowding _____
Teachers' lack of interest _____
Lack of respect for teachers_____
Lack of public support _____
School board policies _____
Mismanagement of funds _____
Lack of needed teachers _____
Crime/vandalism _____
Fighting _____
Pupil dropout rate _____
There are no problems _____
Other:_____________________

◆

Please check the Administrative Region or Division in which you work.

A_____ B_____ C_____ D_____ E_____ F_____ G_____ H_____ Senior High _____ Special Education_____

Check the number of years you have been employed in the district, including this year.

Less than 3 years_____
3 to 10 years _____
11 to 20 years_____
21 to 30 years_____
31 years or more_____

Check the one that best describes your assignment.

Elementary____ Junior High____ Senior High____

Check the one that best describes your job.

Secretary/Office Manager/Clerk_____
Teacher Assistant _____
Education Aide _____
Cafeteria Staff_____
Custodial Staff_____

Thank you for participating. If you have additional comments on any instructional aspect of the school that you were not asked about in the survey, please enclose a separate sheet. (No staples, please.)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

PARENT SURVEY
Spring 1985

This annual survey is conducted by the Research and Evaluation Branch of the Los Angeles Unified School District as one of the district's Basic Activities. The survey asks your opinions about the instructional program in your child's school and the district.

Do not write your name on this form. When you have finished answering the questions, please have your child take the form back to school tomorrow. You may receive more than one form from the same school if you have more than one child attending the school. Complete and return only one form for each school.

Children receive the grades A, B, C, D, and F on their report card for schoolwork. Use the following scale as a report card. Grade your child's school or the school district for each item on this page.

Use this scale for the next 16 items.

Excellent	Good	Fair	Poor	Very Poor	Don't Know
A	B	C	D	F	DK

For the items below, circle the letter that shows your grade for the school district.

The way the district's instructional program meets the needs of students from diverse ethnic and racial backgrounds	A	B	C	D	F	DK
The way the district's instructional program meets the needs of students with differing academic abilities	A	B	C	D	F	DK
The district's requirements for a student to get a high school diploma	A	B	C	D	F	DK
The district's current emphasis on learning basic skills (reading, writing, English, and mathematics).	A	B	C	D	F	DK
The quality of the instructional program in the district	A	B	C	D	F	DK

Please grade your child's school for each of the following:

The quality of the instructional program in your child's school. .	A	B	C	D	F	DK
The amount of homework given	A	B	C	D	F	DK
The help your child gets in learning English (if you speak another language at home).	A	B	C	D	F	DK
The amount of information you get about your child's progress in school (notes, report cards, conferences, phone calls)	A	B	C	D	F	DK
The teaching at your child's school.	A	B	C	D	F	DK
Preparing students for jobs if they are not planning to go to college	A	B	C	D	F	DK
The availability of teachers for conferences to discuss your child's school progress	A	B	C	D	F	DK
The information provided on school report cards about your child's academic achievement, work habits, and citizenship	A	B	C	D	F	DK
Preparing students for college	A	B	C	D	F	DK
Books and instructional materials.	A	B	C	D	F	DK
Behavior of students	A	B	C	D	F	DK

Form Y

Use this scale for the next 10 items.

Very Important	Important	Neither Important nor Unimportant	Unimportant	Very Unimportant	Don't Know
A	B	C	D	F	DK

Circle the letter that shows how important the following are for students:

Developing good work habits (the ability to organize thoughts, to concentrate, and to complete the task).	A	B	C	D	F	DK
Thinking analytically (logically).	A	B	C	D	F	DK
Speaking and writing correctly	A	B	C	D	F	DK
Making realistic plans for what to do after high school graduation	A	B	C	D	F	DK
Appreciating and participating in the arts, music, literature, theater, etc	A	B	C	D	F	DK
Permitting children to attend full-day kindergarten classes. . . .	A	B	C	D	F	DK
Using letter grades on report cards to measure progress in grades K-2	A	B	C	D	F	DK
Using letter grades on report cards to measure progress in grades 3-6	A	B	C	D	F	DK
Retaining pupils in grades K-2 for another year	A	B	C	D	F	DK
Retaining pupils in grades 3-6 for another year	A	B	C	D	F	DK

What is the single biggest problem facing the schools in your community? Check one.

Parent's lack of interest ______
Lack of money ______
Students' lack of interest ______
Lack of discipline ______
Problems with administration ______
Poor curriculum ______
Students' use of drugs ______
Low teacher salaries ______
Difficulty getting good teachers ______
Large schools/overcrowding ______

Teacher's lack of interest ______
Lack of respect for teachers ______
Lack of public support ______
School board policies ______
Mismanagement of funds ______
Lack of needed teachers ______
Crime/vandalism ______
Fighting ______
Pupil dropout rate ______
There are no problems ______
Other: ____________________

What do you think is the single best part of the schools in your community? Check one.

Quality of education ______
Teachers ______
Curriculum ______
Communication with parents ______

Discipline ______
Location ______
Variety of programs ______
Extracurricular activities ______
Other: ____________________

(Over)

Use this scale for the next 2 items.

Very Satisfied	Satisfied	Neither Satisfied or Dissatisfied	Dissatisfied	Very Dissatisfied	Don't Know
A	B	C	D	F	DK

Please circle the letter that shows how satisfied you are with the following:

The appearance of the school buildings and grounds . . A B C D F DK

The school environment encourages learning . . . . A B C D F DK

For the remainder of the questions on this page, put an "X" in the line next to the answer you choose.

What is your relationship to the child bringing this survey home? (Check one.)

Mother (or Female Guardian) ______
Father (or Male Guardian) ______
Mother and Father ______
(Male and Female Guardian)

Approximate length of time this child has attended this school:

☐ less than 1 year ☐ 1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐ 5 years ☐ 6 years ☐ 7 years

In what grade(s) do you have children in district schools? (Check as many as needed.)

Pre K __ K __ 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ 9 __ 10 __ 11 __ 12 __

In what type(s) of school are these children? (Check as many as needed.)

Elementary ____
Junior High ____
Senior High ____
Special Education ____
Magnet ____
Continuation ____
Opportunity ____
Year-Round Pattern:
90/30 ____, 60/20 ____, 45/15 _____,
Concept 6 _____, Concept 6 Mod. _____

Would you like your child to go to college after graduating from high school?

Yes ____ No ____ Don't Know ____

How much time does your child spend on homework each school night?

1/2 hour or less ____
1/2 hour to 1 hour ____
1 hour to 1 1/2 hours ____
1 1/2 hours to 2 hours ____
2 hours or more ____

Please comment on any instructional aspects of the schools that you were not asked about in the survey.

____
____
____

THANK YOU FOR CONTRIBUTING YOUR IDEAS TO THIS SURVEY.
PLEASE HAVE YOUR CHILD RETURN YOUR COMPLETED SURVEY TO SCHOOL TOMORROW.

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES
División de Investigación y Evaluación

ENCUESTA PARA PADRES O TUTORES
PRIMAVERA DE 1985

Esta encuesta anual está dirigida por la División de Investigación y Evaluación del Distrito Escolar Unificado de Los Angeles como una de las Actividades Básicas del Distrito. La encuesta pide sus opiniones sobre el Distrito y el programa educativo de la escuela a la que su hijo/a asiste.

No escriba su nombre en esta forma. Cuando termine de contestar las preguntas, por favor haga que mañana su hijo(a) devuelva esta forma a la escuela. Tal vez reciba más de una forma de la misma escuela si tiene más de un niño que asiste a la escuela. Llene y devuelva sólo una forma por cada escuela.

Los niños reciben las calificaciones de A, B, C, D, y F en la Boleta de Calificaciones por su trabajo escolar. Use la gráfica siguiente como Boleta de Calificaciones. Califique a la escuela de su hijo(a) o al distrito escolar con una de las declaraciones de esta página.

Use esta gráfica para las siguientes 16 declaraciones

Excelente	Buena	Regular	Mala	Muy Mala	No sé
A	B	C	D	F	NS

Para calificar las siguientes declaraciones, haga un círculo alrededor de la letra que demuestre su calificación para el distrito escolar.

El modo en que el programa de instrucción del distrito satisface las necesidades de los estudiantes de distintos orígenes étnicos y raciales............ A B C D F NS

El modo en que el programa de instrucción del distrito satisface las necesidades de los estudiantes con habilidades académicas diferentes.............. A B C D F NS

Los requisitos del distrito para que el estudiante obtenga un diploma de secundaria... A B C D F NS

El énfasis que actualmente pone el distrito para que aprendan las destrezas básicas (lectura, escritura, inglés y matemáticas)......................... A B C D F NS

La calidad del programa de instrucción en el distrito......... A B C D F NS

Por favor califique la escuela de su hijo(a) en cada una de las siguientes declaraciones:

La calidad del programa de instrucción en la escuela de su hijo(a)........... A B C D F NS

La cantidad de tarea que le dejan para hacerla en el hogar.................. A B C D F NS

La ayuda que su hijo(a) recibe para aprender inglés (si usted habla otro idioma en su hogar).. A B C D F NS

La cantidad de información que usted recibe sobre el progreso de su hijo(a) en la escuela (notas, calificaciones, conferencias, llamadas telefónicas).... A B C D F NS

La enseñanza en la escuela donde asiste su hijo(a).......................... A B C D F NS

La preparación para conseguir empleo para aquellos estudiantes que no planean ir a colegio.. A B C D F NS

La disposición de los maestros para tener conferencias y discutir el progreso académico de su hijo(a)... A B C D F NS

La información que se proporciona en las boletas de calificaciones sobre el aprovechamiento académico de su hijo(a), hábitos de trabajo y ciudadanía..... A B C D F NS

Preparando a los estudiantes para ir a la universidad........................ A B C D F NS

Libros y materiales de instrucción.. A B C D F NS

Comportamiento de los estudiantes.. A B C D F NS

Use esta gráfica para las siguientes 10 declaraciones

Muy Importante A	Importante B	Ni Importante Ni sin Importancia C	Sin Importancia D	Muy Insignificante F	No Sé NS

Haga un círculo alrededor de la letra que demuestre qué tan importante es lo siguiente para los estudiantes:

Desarrollando buenos hábitos de trabajo (la habilidad para organizar sus pensamientos, concentrarse y terminar su trabajo)........ A B C D F NS

Pensar analíticamente(lógicamente)........ A B C D F NS

Hablar y escribir correctamente........ A B C D F NS

Hacer planes prácticos sobre lo que va a hacer después de su graduación de secundaria........ A B C D F NS

Apreciar y participar en arte, música, literatura, teatro, etc........ A B C D F NS

Permitir a los niños que asistan a clases en kínder durante todo el día..... A B C D F NS

Usar las letras en la boleta de calificaciones, para calificar el progreso del K-2º grado........ A B C D F NS

Usar las letras en la boleta de calificaciones, para calificar el progreso del 3º -6º grado........ A B C D F NS

Retener un año más a los alumnos de K-2º grado........ A B C D F NS

Retener un año más a los alumnos de 3ª -6ª grado .... A B C D F NS

¿Cuál cree que sea el problema más grande a que se enfrentan las escuelas de su comunidad? Marque UNA solamente.

La falta de interés de los padres ____
Falta de dinero ____
La falta de interés de los estudiantes ____
Falta de disciplina ____
Problemas con la administración ____
Un programa de estudios inferior ____
El uso de drogas por los estudiantes ____
Salarios bajos para los maestros ____
Dificultades para conseguir buenos maestros ____
Escuelas muy grandes y sobrecupo ____
La falta de interés de los maestros ____
Falta de respeto a los maestros ____
Falta del apoyo público ____
Normas de la Junta de Educación ____
Mala administración de fondos ____
Falta de maestros ____
Crimen/vandalismo ____
Pleitos ____
Promedio de alumnos que abandonan el estudio ____
No hay problemas ____
Otros ____________________

¿Qué cree que es lo mejor de las escuelas de su comunidad? Marque UNA solamente.

Calidad de la educación ____
Los maestros ____
El programa de estudios ____
La comunicación con los padres ____
La disciplina ____
La ubicación de la escuela ____
La variedad de programas ____
Las actividades adicionales al programa de estudios ____

Otros: ____

BEST COPY AVAILABLE

Use esta gráfica para las 2 declaraciones siguientes

Muy Satisfecho A	Satisfecho B	Ni Satisfecho Ni Insatisfecho C	Insatisfecho D	Muy Insatisfecho F	No Sé NS

Por favor haga un círculo alrededor de la letra que demuestre qué tan satisfecho está Ud. con lo siguiente:

La apariencia de los edificios y terrenos escolares.... A B C D F NS

El ambiente escolar estimula al aprendizaje............ A B C D F NS

Para el resto de las preguntas de esta página, ponga una "X" sobre la línea que está junto a la respuesta que escoja.

¿Cuál es su parentezco con el niño/a que trajo esta encuesta al hogar? (Marque UNO)

Madre (o Tutora)___________
Padre (o Tutor) ___________
Madre y Padre___________
(o tutora y tutor)

Tiempo aproximado que este niño/a ha asistido a esta escuela:

☐	☐	☐	☐	☐	☐	☐	☐
Menos de un año	1 año	2 años	3 años	4 años	5 años	6 años	7 años

¿En qué grado(s) tiene usted niños en las escuelas del Distrito? (Haga un círculo alrededor de todos los grados necesarios.)

Párvulos___ Kínder___ 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___ 10___ 11___ 12___

¿En qué clase de escuela están estos niños? (Marque todas las que necesite.)

Primaria ______
Secundaria Intermedia______
Secundaria ______
Educación Especial ______
Especializada ______
De Continuación ______
De Oportunidades______
Itinerario para las De Todo El Año:
90/30___, 60/20___, 45/15___,
Concepto 6___, Concepto 6 Mod.___

¿Le gustaría que su hijo/a fuera a la universidad después de graduarse de secundaria?

Sí______ No______ No Sé______

¿Cuánto tiempo pasa su hijo/a haciendo la tarea en su casa después de la escuela?

1/2 hora o menos ______
1/2 hora a 1 hora ______
1 hora a 1-1/2 horas ______
1-1/2 horas a 2 horas ______
2 horas o más ______

Por favor escriba algún comentario tocante a los aspectos de instrucción en las escuelas sobre las que no se le haya hecho preguntas en esta encuesta.

MUCHAS GRACIAS POR CONTRIBUIR CON SUS IDEAS EN ESTA ENCUESTA.
POR FAVOR HAGA QUE MAÑANA SU HIJO/A DEVUELVA A LA ESCUELA ESTA ENCUESTA COMPLETAMENTE LLENA.

Traducción: MMC-Of.Bil/ESL Inst.

Forma Y